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Southeast Alternatives

1974

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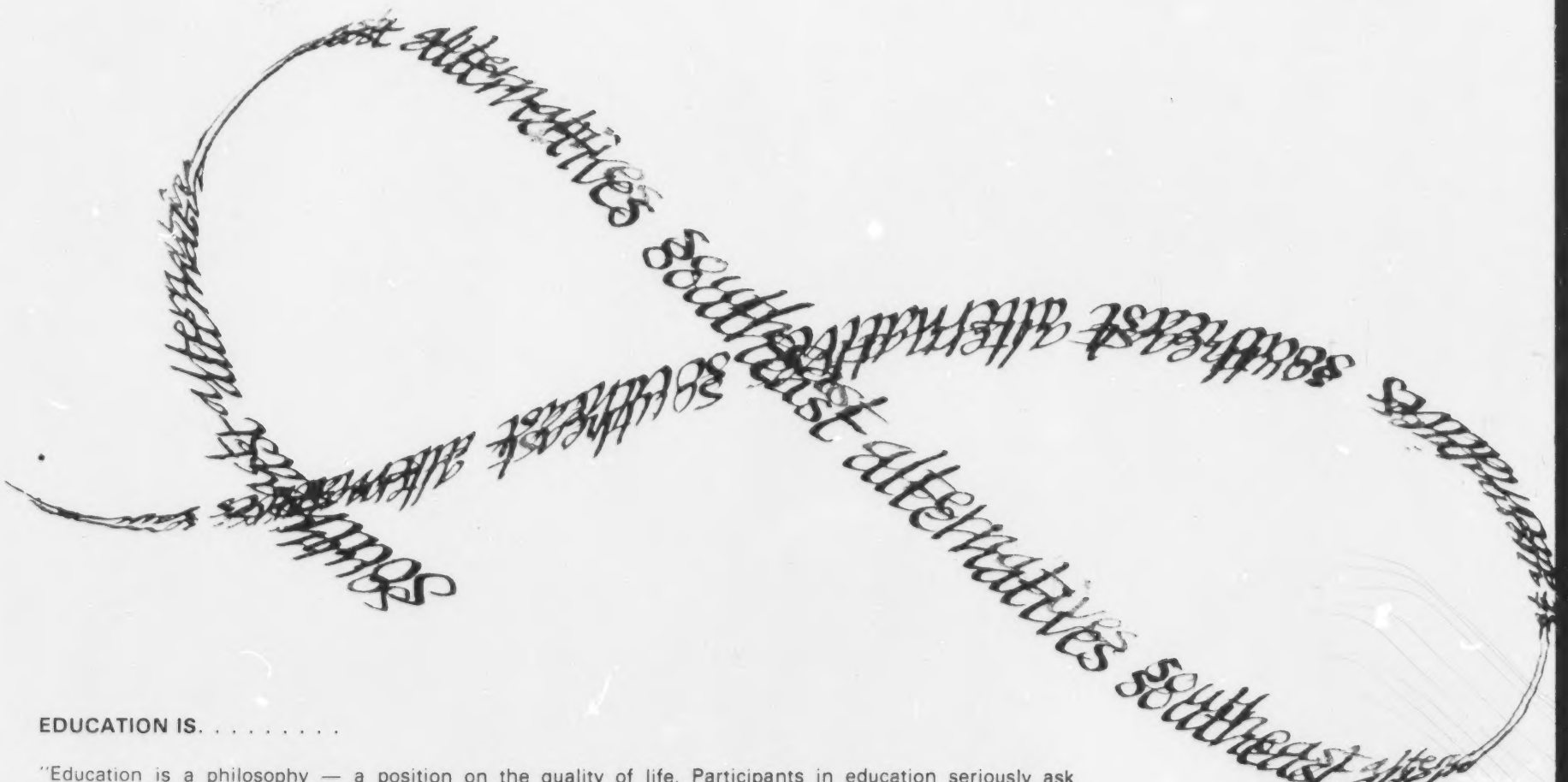
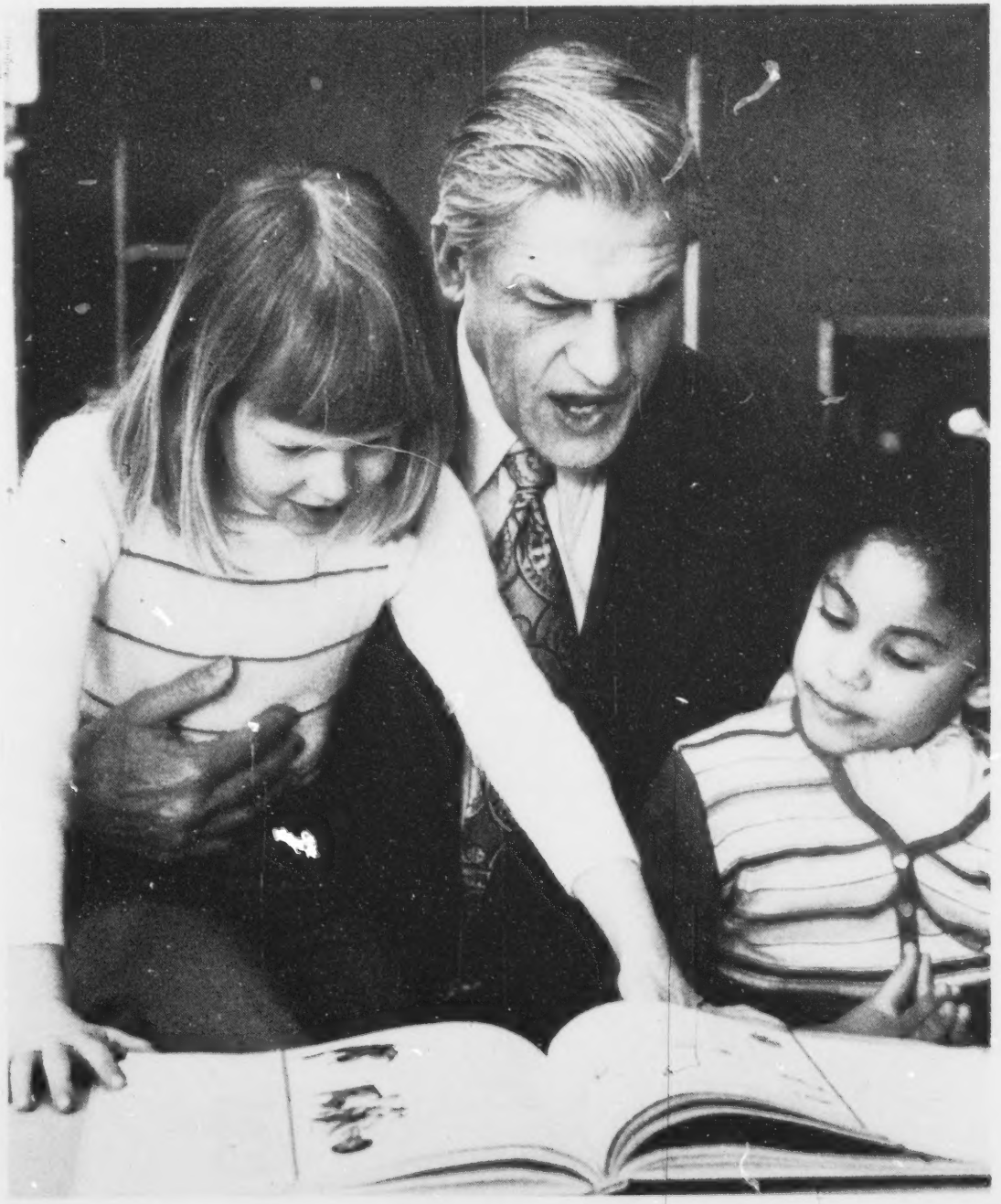


EDUCATION IS. . . . . .

"Education is a philosophy — a position on the quality of life. Participants in education seriously ask themselves, "What do we want the world to be like?", and "What kind of education will contribute to that world?" We believe in education that not only recognizes the long-standing problems in our society but more importantly, grapples with the task of helping us learn how to build a better society. We want our society to be humane, where people relate to each other as human beings. We want people to be themselves, to develop their own strengths, to explore their own weaknesses, to work productively at tasks which will contribute to satisfaction both for themselves and for others. We believe people should be able to recognize problems to be solved, and to have the resources to work toward solutions. We believe that people should be open to change, be able to cope with change, and yet strive to keep what's good of the present."

MAY 1 3 1974



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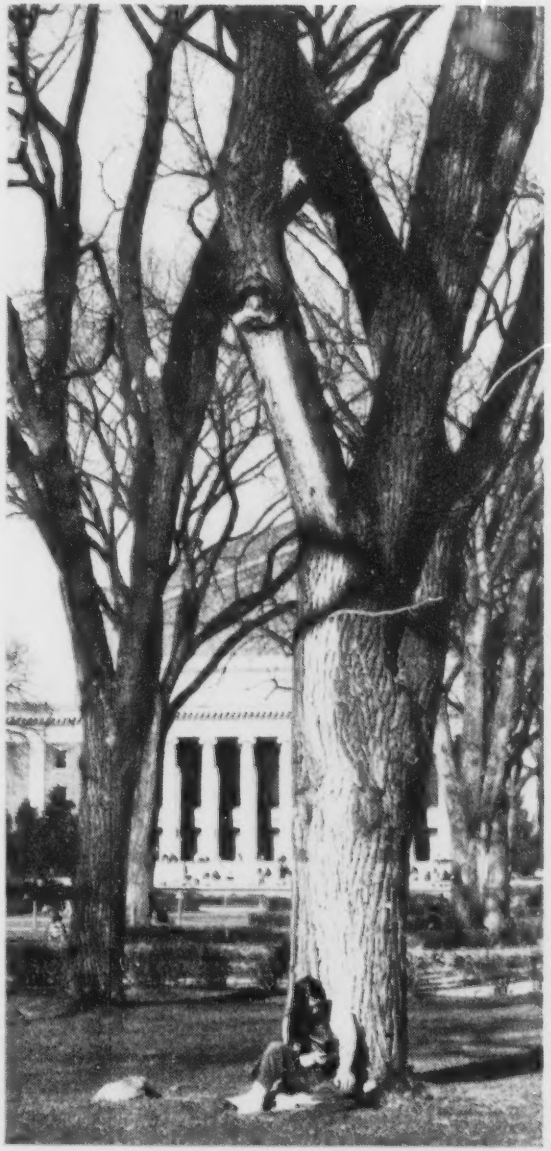
BEST COPY AVAILABLE

Where it all Began . . . . .



UCDC

UCDC

The Community

Diversity is the hallmark of community life in Southeast Minneapolis, where 30,000 residents make their home.

Widely differing life styles, income levels, religious beliefs, educational backgrounds and occupations characterize this unique area. Near the factories, railroad yards and flour mills where independent small business flourish, the imposing presence of the University of Minnesota makes its contribution to that diversity.

Active involvement in the life of the community is characteristic of many Southeast residents. Because of the variety of their backgrounds, involvement often has led to conflicts over issues and ideas. This conflict of life styles and values rather than becoming a deterrent of change, aided the development of the experimental schools program that now serves the many educational visions of the community.

On Southeast Main Street, overlooking the Mississippi River, stands the first school house in Minneapolis. It is indeed appropriate that the innovative alternative program occurs in Southeast, where education for Mineapolis had its origins.

What Made it Possible,

The Project

Southeast Alternatives is a five year federally funded project designed to test the idea that **comprehensive change in an educational system can provide better education for children.** Recognizing that children learn in different ways and at different rates, the project offers **choices** of alternative schools to parents, students and teachers.

The Experimental Schools program in the Office of Education was introduced in 1970 to "bridge the gap between basic educational research and actual school practices."

The Office of Education started with this premise:

> "Since 1945, research projects, demonstrations and various kinds of experimentation have generated a wide variety of products, practices, and ideas which hold promise for the improvement of American education. Most of these promising practices offer improvement in a small segment or component of the school program. Such efforts to change education by innovation have had limited effect on the total learning environment because each reform represents a relatively isolated change in a particular educational system. Dissatisfied with the results of piecemeal or individual component changes, educators have sought the opportunity to address the need for total change by placing a number of these promising practices into operation.
>
> "The first phase of the new Experimental Schools program of the Office of Education is designed to test and demonstrate the relative efficacy of combinations of promising practices. By supporting a limited number of large-scale experiments of comprehensive programs with a major focus on the documentation and evaluation of the projects, experimental schools will serve as a bridge from research, demonstrations and experimentaiton to actual school practice."

In the spring of 1971, the Minneapolis Public Schools were invited to submit a comprehensive change proposal for a federal grant. Minneapolis selected as its central theme — alternatives in education. Nationally 489 school systems submitted proposals and three were finally selected.

The Southeast area of Minneapolis was one of the eight systems selected to receive a $10,000 planning grant to draw up a final proposal for a comprehensive K-12 program. Working under a two month planning grant was a team of almost thirty community people, faculty, students and administrators.

On June 1, 1971, federal grants were awarded to school districts in Berkeley, California; Franklin Pierce in Tacoma, Washington; and Minneapolis, Minnesota.

In the two years following the original three grants, fifteen other sites were added in communities across the continental United States. Each is unique in its own right, serving the needs of a particular school community, and no project can be held up as the ideal model.

The initial grant award for Southeast was 3.6 million dollars for a 27 month period. In spring 1973, many community, school and administrative representatives rallied to write a program budget plan for the final three years of funding. This historic contract represents the first time the federal government has undertaken long term agreements of this type and also represents a commitment to accomplish specific tasks for specific amounts of money. The final 33 month contract was approved by the National Institute of Education on May 22, 1973, making the total five year budget $6,617,899.

The funding has been arranged by the Minneapolis School Board and N.I.E. so that the massive start up costs would diminish and that over a period of five years the funding levels would decrease so that at the end of the five year period the schools in SEA would operate entirely within Minneapolis Public Schools funding.

Putting it Together . . .

The Preparation

The project was funded in June, 1971, and became operational in September, 1971. During the summer of 1971 parents, faculty, administrators and students worked to make the new Southeast Alternatives program a reality.

Students who had always attended neighborhood schools were now confronted with a choice. Through mailings, meetings and door-to-door visits to explain the new program, every family in Southeast made a conscious choice of an alternative school.

Summer workshops, refurbishing of existing buildings and development of new structures for learning, laid the ground work for a new beginning in the fall.

Parents and students who chose the Free School selected their own site and staff for the new school. Together they worked on the preparations for launching the first publicly funded free school in Minneapolis.

The K-12 support staff was selected and they began drawing together the goals and objectives and the operational procedures that would provide guidelines for the months ahead.

The goals are evidenced in the endeavors of every program in a degree that varies only with the philosophy, but which are clearly identifiable in each program.

Lisa Jamieson

GOALS FOR SOUTHEAST ALTERNATIVES

The National Institute of Education and the Minneapolis School Board in a program budget for 1971-76, state that "The project will test comprehensive change over a five year period combining promising school practices in a mutually reinforcing design. Curriculum, staff training, administration, teaching methods, internal research, and governance in SEA make up the main mutually reinforcing parts."

Southeast Alternatives will:

1. Provide a choice of educational alternatives for students, parents and faculty.
2. Provide a K-12 continuum of learning experiences.
3. Encourage and provide opportunities for parents, students, staff, administrators and faculty to participate in the educational and decision making process through decentralized administration.
4. Incorporate promising educational practices within the curriculum and develop experimental programs.

1974-75
SOUTHEAST ALTERNATIVES

Minneapolis Public Schools
Office Located in Tuttle School - Room 206
1042-18th Avenue S.E.
Minneapolis, Minnesota 55414
612-331-6252

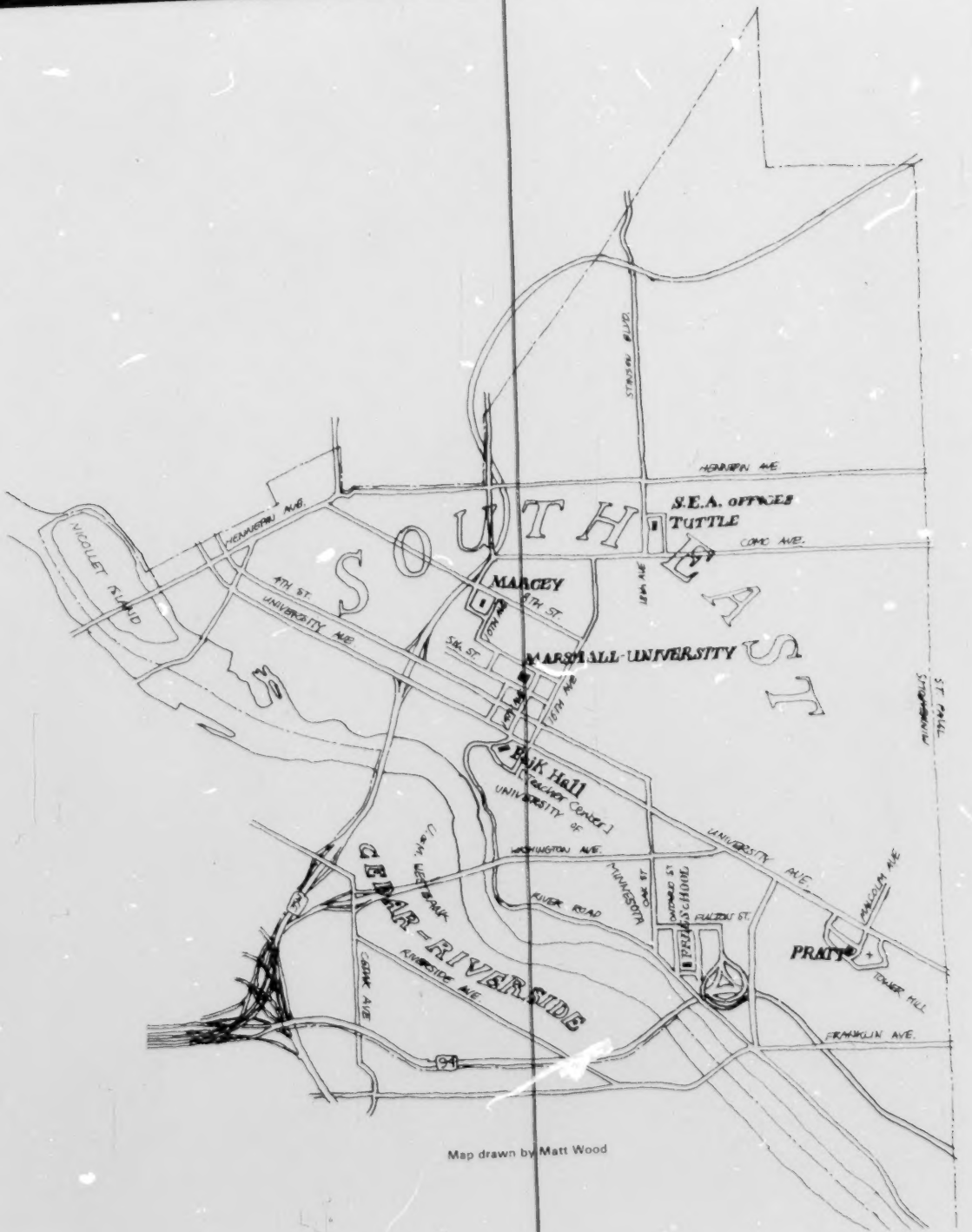
TUTTLE CONTEMPORARY SCHOOL
1042 18th Avenue S.E.
331-1309
K-6 Enrollment — 237

SOUTHEAST FREE SCHOOL
915 Dartmouth Avenue S.E.
331-4318
K-12 Enrollment — 160

MARCY OPEN SCHOOL
711 11th Avenue S.E.
333-6367
K-6 Enrollment — 320

PRATT CONTINUOUS PROGRESS SCHOOL
66 Malcolm Avenue S.E.
338-4769
K-6 Enrollment — 464

MARSHALL-UNIVERSITY HIGH SCHOOL
1313 S.E. 5th Street
378-1824
Senior High 9-12; Transitional Program 6-7-8
Enrollment — 946



Map drawn by Matt Wood

Questions Parents Ask....

CHOOSING A SCHOOL IN SOUTHEAST ALTERNATIVES

Choice making has become a way of life in Southeast Minneapolis. For those new to the Southeast Alternatives project there are often questions on how that choice making operates. The brochure is an effort at describing what the SEA project offers. Here are some frequently asked questions which may help as parents consider enrolling their children in the Southeast Alternatives program:

1. **What are the choices of alternative schools?**
   Parents and students may select the SEA school they wish to attend. Five choices are available, four on the elementary level (Contemporary, Continuous Progress, Open and Free), and two on the secondary level (Free School and Marshall-University High School). Three choices are available for Marshall-University junior high students (grades 6-8) through the transitional program, which provides options that are extensions of the Continuous Progress, Contemporary and Open programs.

2. **Who can enroll?**
   Children in Southeast Minneapolis and the Cedar-Riverside area may have their choice of schools. Through Open Enrollment and Urban Transfers and Principals Agreement students may transfer from the city to Southeast if there is room in the school and if the racial balance of the sending and receiving school is enhanced. Students from outside the Minneapolis Public Schools area may enroll but must pay tuition.

3. **How do students enroll?**
   Students may enroll by contacting the counselor in the school of choice, or, if transferring in from outside Southeast and Cedar-Riverside, by securing an application from the Student Support Office — telephone 376-4573 or by calling SEA office at 331-6252.

4. **How can we receive more information about choices of schools?**
   Call the Southeast Alternatives office and ask for public information. The office staff will be happy to answer questions. One of the best ways to determine what choice should be made is to visit the school you are interested in to gain first-hand knowledge about the school. Counselors, administrators and community resource coordinators are always happy to talk with parents about the alternative that will best answer the needs of the individual child.

5. **Can my child receive transportation?**
   Elementary children who travel outside their neighborhood may receive transportation within Southeast as well as children who come from the rest of the city into Southeast. Currently we are transporting over 800 elementary children to the elementary programs. Secondary students must provide their own transportation. Open Enrollment and Urban Transfer students may receive assistance from the Board of Education in individual cases where there is financial need.

6. **How do I know my child will receive a good basic skill education?**
   There is a commitment on the part of all schools to provide an excellent basic skill training no matter what the philosophy. Testing and reporting on a regular basis make it possible to determine how a child is progressing.

7. How is discipline handled?

Each school handles discipline on an individual student basis. However, the opportunity to match learning styles, philosophies and attend to the needs of the individual child have made "discipline" in the old sense of the word less of a concern than helping a child to achieve his/her full potential through personal satisfaction and self-discipline.

8. As a parent, if I am dissatisfied with my choice can my child transfer?

Yes. Transfers from one program to another are accommodated through the year as parents, teachers, counselors and students work together to find the best learning environment for each child.

9. How do parents become involved in the schools?

Parents are invited and welcomed in all programs as participants in the various governance models (described in the brochure) as well as in the classroom so that the teaching learning process becomes one in which families and schools work as co-partners. Through newsletters, personal invitations and making one's availability known, parents and community members are sought as valuable partners in school life.

10. What happens to SEA after the five year project ends in 1977?

The Minneapolis Public Schools has made a commitment to continue K-12 education in Southeast. Alternatives are being offered city wide over the next few years and alternatives will be available to students in Minneapolis and Southeast.

11. What are the regulations about kindergarten entrance?

All children who enter school for the first time must present their birth certificate and verification of vaccination for red measles or proof that the child has had red measles. A child must be five years of age on September 1 of the year in which admission is sought. Exceptions to this rule are sometimes made up to January 1 for early entrance. A parent desiring early kindergarten entrance must apply to the school's principal.

Marcy and Free School integrate the kindergarten students with other primary students. Free School children may choose a half or whole day. Marcy students begin with a half day program but later in the year may attend full days if the teacher feels the child is ready. Pratt children move into the reading program as they are ready.

Tuttle students attend a half day kindergarten program that uses a variety of approaches to involve other students and volunteers.

and most important of all...

12. How do I know which program would be best for my child?

Parents must assess the personality, attitudes and needs of the individual child. Often children in the same families work well in different environments because they have different needs. Counselors and the public information person will be happy to discuss which of the SEA schools would best suit the individual child's needs.

Tuttle Contemporary School

Philosophy

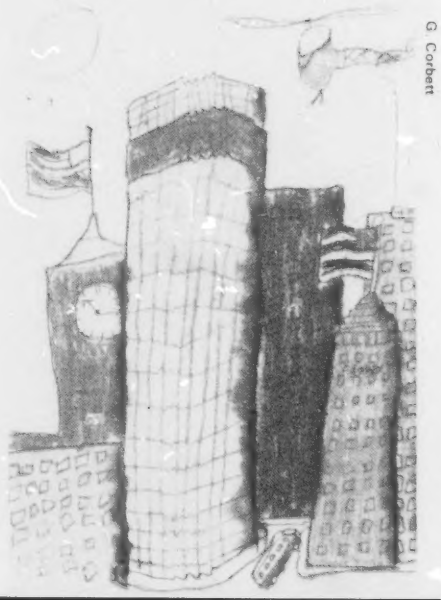
The Contemporary School provides an alternative for students, parents and faculty that emphasizes the acquisition of basic skills in self-contained classrooms organized by grade levels, kindergarten through 6th grade. The atmosphere in which children work with their peers and teacher is much like that found in traditional classrooms around the city. Although a priority is placed on acquiring the basic skills in reading, writing and mathematics, the newest techniques for achieving these goals are evident in the materials, learning machines and methods used in incorporating promising practices into the curriculum.

The image of the school is that of a contemporary program — one that is a changing school rather than one that is locked into an inflexible pattern.

The Contemporary School does not claim to be experimental; it is committed to providing a proven basic skills educational experience for children.

An extension of the contemporary philosophy is that the school is an integral part of the community. Its resources are open to the public which financially supports the school. Afterschool and evening programs draw the community together through activities participated in by students, their families, staff, and citizens alike.

The after school programs had over 450 enrolled in 1973-74 — the oldest was 89 and the youngest was 4.



G. Corbett

Mathematics

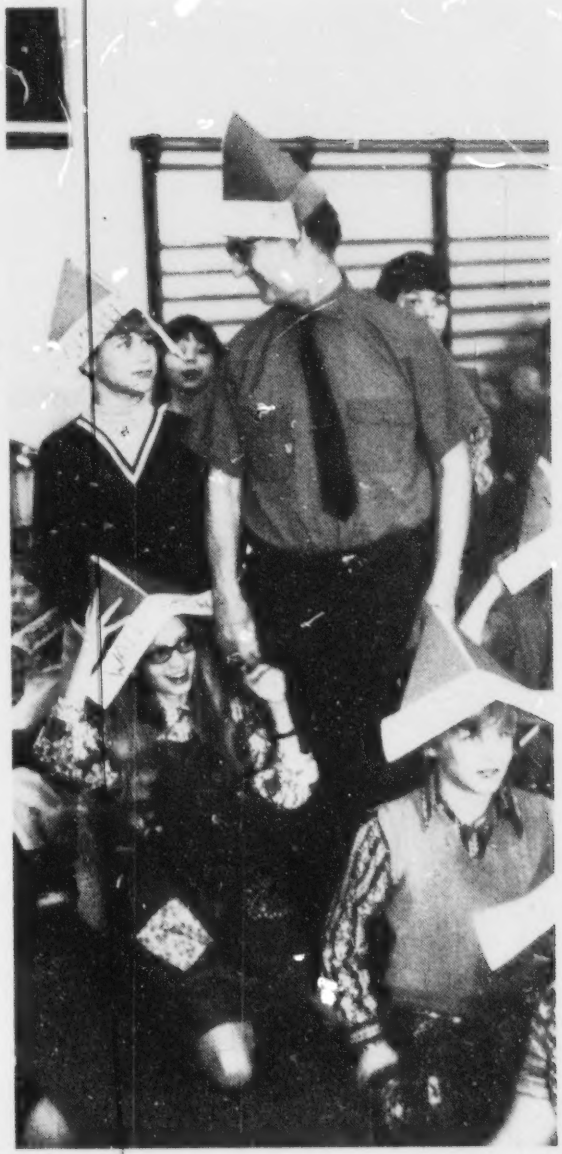
Mathematics in the primary grades is taught within the self-contained classrooms. In the intermediate grades the students are grouped according to their mastery of mathematic skills. A mathematics specialist assists teachers in indentifying and using appropriate manipulative aids and math games. Additional instruction is provided for students who need remedial, enriched or advanced work.

Each student's progress is continuously monitored with the help of the computer. This information is used to describe a student's achievement, assess his needs and prescribe additional instruction.

Teletype terminals with time shared access to a computer, electronic calculators and games provide added incentive for students to learn new techniques in problem solving.

Parents

An active parent group at Tuttle organizes events such as the annual carnival, community meetings and responds to school needs. The PTA Board serves in an advisory capacity to the principal. Through mini meetings in homes, grade level meetings, and active efforts of the community resource coordinator, parents are given an opportunity to acquire an accurate picture of their child's school life and to participate actively in school affairs. Volunteers who work in the classroom and resource centers become a link between home and school that is both useful and informational.



Reading

The reading program is the core of a total language arts curriculum. Spelling, imaginative writing, dramatics, and listening activities are incorporated into the reading curriculum.

Pupils in each classroom are grouped according to scores received on diagnostic tests. Decoding skills are emphasized in the primary grades. At the intermediate grade levels, reading instruction emphasizes the literature found in the many textbooks.

A chart developed by specialists is used to record each student's progress in 479 reading skills from first through sixth grade.

Audio visual aids and a well stocked library of books supplement intermediate reading activities as students make use of the skills centers that are staffed by volunteers.

For kindergarten pupils who may have difficulties later in reading, an early detection and intervention program has been developed. A pre-school language program for four year olds is available for 12 youngsters each semester in cooperation with the University of Minnesota.

In the reading resource center, pupils with reading problems may be referred for additional testing and instruction. Two reading resource teachers and a Special Learning Behavior Problems teacher are available to assist teachers and pupils in the classrooms.

Contemporary Practices

An interdisciplinary approach is used in art. A full time ceramics teacher conducts classes in a seven wheel ceramics workshop that is supported through use in the afternoon community school program. The industrial arts area provides students of all ages with opportunities to work with advanced tools and machines in three dimensional art. Art exhibits in the halls and scenery for plays which sometime go "on the road" are evidence of the many uses students make of their artistic talents.

The Contemporary School houses a number of programs designed to serve the SEA project. The science resource center is the storehouse for all the science units used by the elementary schools. A newly established living materials center which is designed to serve all Minneapolis schools shares spaces in Tuttle with the environmental studies program. These programs including the AIMMS project for Marshall-University High School serve as a base for both elementary and secondary students in SEA and the city.

The well equipped media center staffed by a full time media specialist supplies books, pamphlets, tapes, film strips to provide a contemporary multisensory approach to learning.

TUTTLE PUPIL PROGRESS CHART

GRADE _____ TEACHER _____
GRADE _____ TEACHER _____
GRADE _____ TEACHER _____

KEY

R - Reads D - Defines M - Mastery
S - Spells I - Introduced a - adequate
W - Writes

READING READINESS

		adequate
Directionality	Left-to-Right	
	Top-to-Bottom	
Visual Discrimination		
Visual Memory		
Auditory Discrimination		
Auditory Memory		
Kinesthetic Readiness		

SIGHT VOCABULARY

GRADE	adequate
1	
2	
3	
4	
5	
6	

B																B
C																C
C(cat)																•
D																D
F																F
G																G
G(huge)																•
H																H
J																J
K																K
L																L
M																M
N																N
P																P
R																R
S																S
T																T
V																V
Q(U)																Q
W																W
X																X
Y																Y
Z																Z
E																E
I																I
O																O
U																U

STUDY SKILLS

Reference Materials	K	1	2	3	4	5	6
1 Pictionary							
2 Dictionary							
locate words							
selects appropriate definition							
pronunciation keys							
guide words							
3 Encyclopedia							
locates subject							
guide words							
cross-references							
4 Card Catalog							
subject							
title							
author							
5 Thesaurus							
6 Atlas							
7 Filmstrips							
8 References by topic							
9 Glossary							
10 Bibliography							
11 Footnotes							
12 Maps							
13 Graphs							
14 Charts							
15 Takes notes from writings							
films							
lectures							
Reporting Skills							
1 Summarizes main idea of sentence							
paragraph							
2 Places events in proper sequence							
3 Identifies topic sentence							
4 Report Formats							
oral							
composition							
book report							
summary							

SPECIAL TEACHER NOTES

major series used	comments
K	
1	
2	
3	
4	
5	
6	

PATTERNS
(WORDS)

a										
e										
i										
o										
u										
y										

CVVC vowel teams	I	R	S
ai			
ay			
ea			
ee			
ei			
ie			
ou			

VOWEL CLUSTERS

	I	R	S		I	R	S
au (auto)				aw			
ea (head)				ew (few)			
ie (chief)				ow (show)			
oi (boil)				ow (how)			
oo (look)				oy			
oo (boot)							
ou (stout)							
ue (blue)							
ui (suit)							

CONSONANT CLUSTERS

	I	R	S
-ck			
-tch			
ch			
sh			
wh			
th (this)			
th (thin)			
-th			

	I	R	S
-nd			
-nt			
-ct			
-pt			
-sp			
-lm			
-ng			
-sk			
-mp			
-lk			
-nk			
-rk			
-ft			

	I	R	S
sc			
sk			
sl			
sm			
sn			
sp			
st			
sw			
bl			
cl			
fl			
gl			
pl			
br			
cr			
dr			
fr			
gr			
pr			
tr			

	I	R	S
scr			
spl			
spr			
str			
squ			
thr			

kn	
gn	
wr	
-dge	
gh-	
ph /f/	
-gh /f/	

SPECIAL SPELLING PATTERNS
(SINGLE SYLLABLE WORDS)

	I	R	S
alk			
all			
ight			
ild			
ind			
old			

	I	R	S
ost			
ough			
ff			
ll			
ss			
zz			

L&R CONTROLLED VOWELS

	I	R	S
al			
ar			
er			
ir			
or			
ur			

	I	R	S
are			
ore			
air			
ear(fear)			
ear(pear)			
our(sour)			

SYLLABLE PATTERNS
(WORDS OF MORE THAN ONE SYLLABLE)

	I	R	S
closed syllable (con/fess)			
open syllable (fi/nal)			
double consonant (fun/ny)			
r-controlled (par/ent)			
with (c)le (ca/ble)			

CONTRACTIONS

	I	R	S
word + are			
word + have			
word + is			
word + not			
word + will/shall			
word + would			

PUNCTUATION

	1	2	3	4	5	6
capitalization						
proper nouns						
sentences						
titles						
period						
question mark						
exclamation mark						
possessives						
comma						
colon						
semi-colon						
abbreviations						

PLURALIZATION

	I	R	S
-s			
-s/z/			
-es			

	I	R	S
-ves			
-ies			

FIGURES OF SPEECH

	synonyms		antonyms		homonyms	
1						
2						
3						
4		d		d		d
5		d		d		d
6		d		d		d

SENTENCE PATTERNS

	I	R	W
noun - verb			
noun - verb - noun			
noun - linking verb - noun			
noun - linking verb - adjective			
noun - linking verb - adverb			
passive			
negative			

PREFIXES

	I	&	D
anti			
de			
dis			
ex			
extra			
il, im, ir			
inter			
mis			
non			
over			
pre			
re			
semi			
sub			
super			
trans			
un			
under			
with			

SUFFIXES

	I		D
ed			
er			
est			
ing			
ance, ence, cy			
ar, er, or			
ent			
ful			
ic, ically			
ity			
less			
ly			
ment			
ness			
sion, tion			

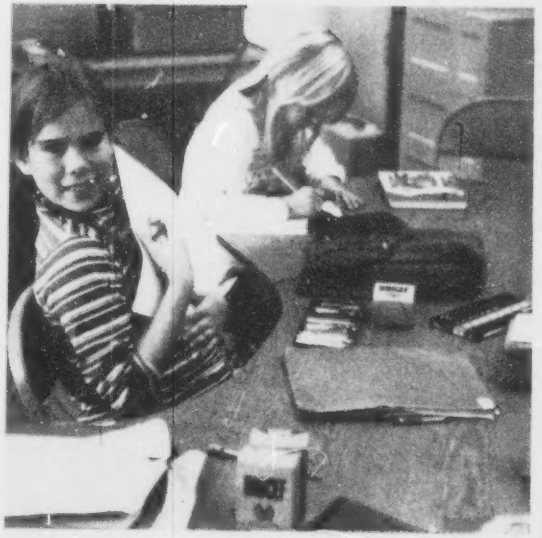
KNOWLEDGE OF LITERARY FORMATS

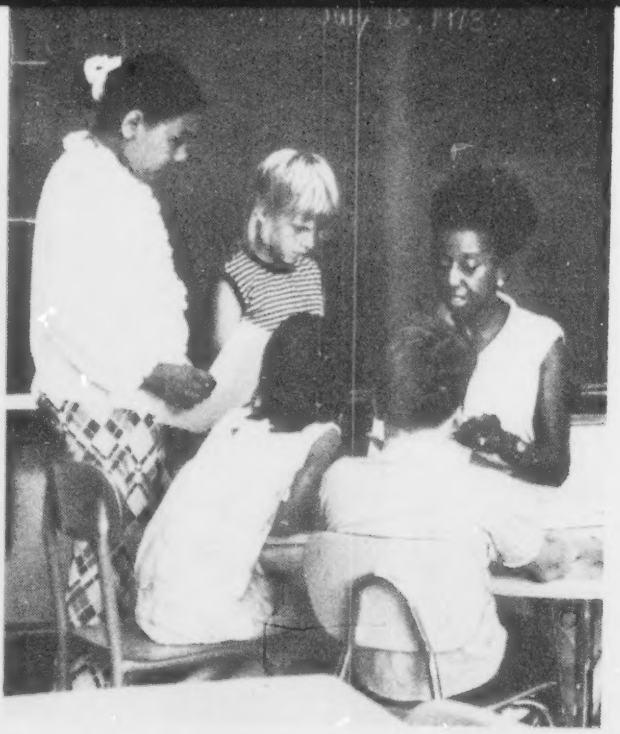
	biography	fantasy	science	historical	science fiction	autobiography	mystery	humorous	poetry	newspapers	letters	dialect
initial exposure												
recognizes format												
identifies characteristic elements of												
is able to write in this format												

ALPHABETIZING

	I	M
by initial letter		
by first two letters		
by whole word		

Pratt Continuous Progress School

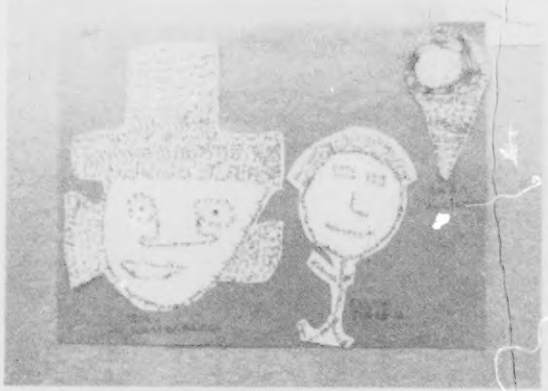




Philosophy

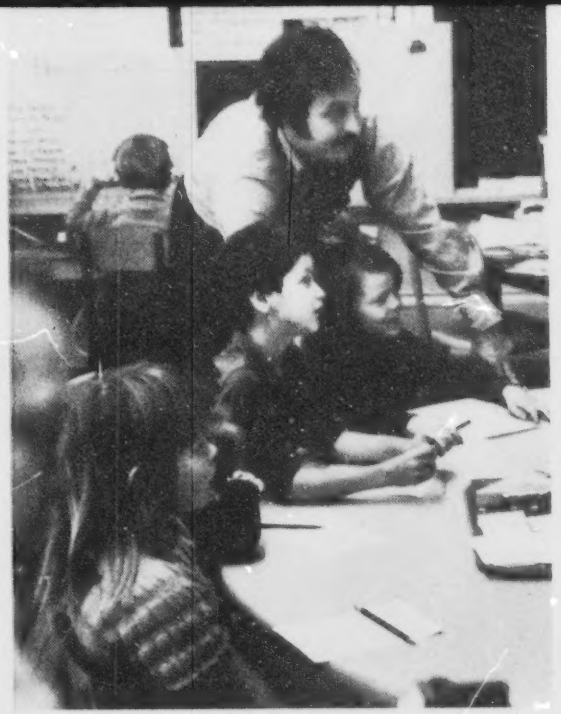
The Continuous Progress alternative school is based on the premise that children learn best by working at their own pace. Instruction is based on a carefully sequenced curriculum in the basic skills of reading, language arts and mathematics. A child passes through the curriculum without regard to artifical age or grade level barriers. No child spends less than five nor more than eight years in the Continuous Progress program.

The Continuous Progress goals are to provide an environment within which persons in the school community (students, parents and staff) can develop positive feelings about themselves and others; to develop and maintain a basic skills program that meets the needs of students choosing this alternative; and to provide opportunities for students to make choices in other curriculum areas in order to build a background of knowledge particular to their own interests and stage of development.



Curriculum and Schedule

Children of different ages are assigned to a homeroom. There several groups are arranged for language arts according to the achievement level of the child. Thus there will be several groups in a room having children of different ages and different abilities. Children progress from one group to another as soon as they are able. Children move from the homeroom for each of the other subject areas. Cross age teaching helps both younger and older students. The Title I American Book READ Series is used in reading supplemented with Moffett language experience materials. IMS (Individualized Mathematics System) is used for mathematics which has a series of 400 individual task sheets.



The Continuous Progress Staff

The staff is organized as a team of teachers and aides working with a curriculum coordinator to help plan a unified curriculum approach and to learn the special needs of each child. Every Tuesday afternoon and Thursday from 3:45-5:45 the staff plans, discusses, and evaluates all facets of the program with help from experts in varied curriculum areas.

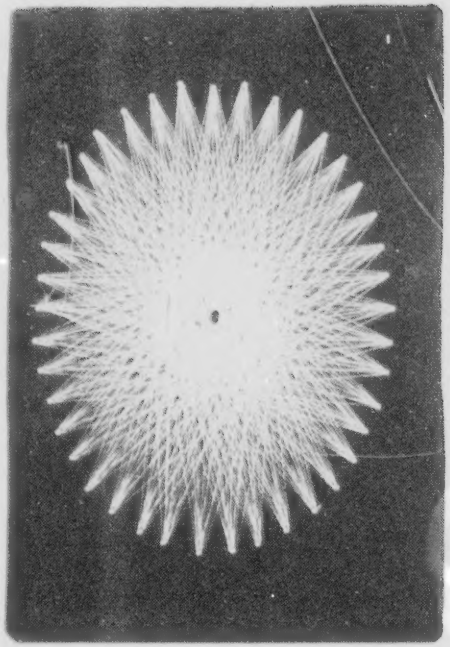
Summer months are used for projects to improve the curriculum based on evaluation and studies of the preceding school year. Some accomplishments of staff and community development have been games and materials for the social studies resource center, expansion of the volunteer program and writing of a "Guide for Volunteers", deliberate psychological education program expansions, and writing of mini-source units that can be used by volunteers in the student choice interest sessions.

Tally Time at Continuous Progess is next

Elective Courses

Allowing students to choose interest groups has been a highly successful approach to exploring many areas usually not touched in elementary programs. Children are encouraged to select courses of interest to them and also to participate in the development of interest sessions that are offered between 1:30 and 2:45 every afternoon but Tuesday. Students also have the opportunity to assist adult instructors or teacher their own class with adult supervision. Volunteers from the community lend expertise, variety and a special brand of magic to this program. In 1973-74 over 150 volunteers offered such courses as "Life in a Backpack—Camping Skills", "German", "French", "Studies in Afro-American Culture", "Insects", "African Safari", "From Birds to Butterflies", "Guitar Study" and "Contemporary Israel", woodworking and poetry. Every two weeks children choose new courses and "Tally" their preferences. Community support and student interest are determining factors in the offerings.

M. Lewis



EXCERPTS FROM MOTLEY INTEREST GROUPS
Dec. 10 - Dec. 21, 1973

I.A. Room _____ Period I Room (11:15-12:00) _____ Period II Room (12:45-1:30) _____ IMS Math Level _____
(Please circle one) I II III IV V VI VII VIII IX X
Tally Order 202, 203, 204, 205, 206, 207, 201

_____ MATH "USING MATH FOUND IN NEWSPAPER & MAGAZINES" Session I & II Mr. Gregory Ruth (Student Teacher) Atlas Alley 10
What was your batting average last summer? Find out how much your stock lost or gained. Compute high and low temperatures from different cities in the United States. You ask if there's more, you bet there is. Come join in the fun!

_____ MATH "MULTIPLICATION FOR BEGINNERS ONLY" Session I & II Mrs. Jumelle-y-Pecokens Room 202 15
"Phase II" of Multiplication for Beginners Only! We are now ready for multiplication of three digits 424x375

_____ SCIENCE "PEAS AND PARTICLES" Session II Mrs. Harris room 204 15
Are you a good guesser? Can you judge the number of lines on a piece of paper or the number of peas in the can Mom opens for dinner without counting? Come for fun and learn the skills of estimating. Join me in Peas and Particles!

_____ SCIENCE "TANGRAMS AND GEOBLOCKS" Session I & II Mrs. Knastak 15
Here's a 2000 year old game. If you don't know what this is come and find out.

_____ COMMUNICATIONS "SWAHILI" Session I Mr. Mike Sweet 205 10
Learn the most frequently used African native language. We will focus on conversational Swanili. We will use audio equipment and listen to others and yourself speaking the language.

_____ COMMUNICATIONS "BEGINNING GERMAN" Session II Mr. Tim Miller 205 15
We will begin to learn the German language. Ye will have conversations and a play in German. We also will look at German history especially Germany before Hitler, during WWII and after Hitler. Independent study learning skits and fun.

_____ ENV. STUDIES "SENSING" OUR WINTER ENVIRONMENT Session II Mr. Stephan Carlson room 102 10
Tune into the winter-city environment using our senses and the outdoors to explore. What is a community and how does it relate to air, water and other essential factors.

_____ ART "MACRAME" All afternoon Mrs. Hennemuth 203 15
(Advanced and Beginning) Knots, knots, knots again. Come in and design a project for yourself or for a holiday gift. Learn a few knots to use with the ones you already know.

_____ ART "WOOD SCULPTURE" Session I & II Ms. Madsen room 201 15
Come and create with scraps with the Knot Hole. Repeated by popular demand!!

_____ ART "ANIMAL DRAWING BEGINNING AND ADVANCED Session I & II Ms. Mary Wilson 1st West 15
Ms. Wilson is back with one of your very favorite art classes. All students welcome you'll work on an individual basis!

_____ ART "BE A POTTER" All afternoon Ms. Les Myers Grotto 10
Why not join the wheel and kiln crowd for 2 weeks of creative fun. It's a great class!!

_____ ART "PHOTOGRAPHY" All afternoon Mr. John Aitken Photo Lab 6
Here's your chance. Room 202 is 1st to tally!!!

_____ IND. ARTS "WOOD 'N STUFF" Session I & II Mr. Dan Davis and *Marcus Yanez Knot Hole 10
Choose your project from a wide variety of possibilities. Here's your chance to make some holiday gifts if you want to.

_____ MISC "ADOPT-A-GRANDPARENT" All afternoon Mrs. Bachman Teacher's Lunchroom 15
Grandmas Grandpas available. Time, patience, concern and love needed. Opportunity available through the River Villa Nursing Home on Franklin. Apply here to share, learn and grow in this rewarding experience.

Adult Signature _____

The C-P Daily Schedule is next. . . . .

CONTINUOUS PROGRESS PROGRAM
DAILY SCHEDULE 1973-74

COMMUNICATIONS SKILLS BLOCK
8:45 - 11:15

All students progress through the Title I Reading Program designed to meet individual skill needs. Directed reading instruction and spelling take place between 8:45 - 10:00.

Related Language Arts Curriculum areas will be covered during the remaining time (10:00 - 11:15). These areas include:
- creative writing
- creative dramatics
- listening skills
- choral reading
- speaking skills
- handwriting

MATH SOCIAL STUDIES LUNCH
11:15 - 1:30

MODIFY PRATT

11:15 - 12:00	12:00 - 12:45	12:45 - 1:30
SOCIAL STUDIES / LUNCH / MATH / SOCIAL STUDIES	MATH / LUNCH / LUNCH	MATH / SOCIAL STUDIES / SOCIAL STUDIES / MATH

Individualized Mathematics Systems (IMS) will be used to meet needs of students on an individualized basis.

The Mpls. Social Studies Curriculum plus selected supplementary material will be used with all students. Classes based on heterogeneous grouping.

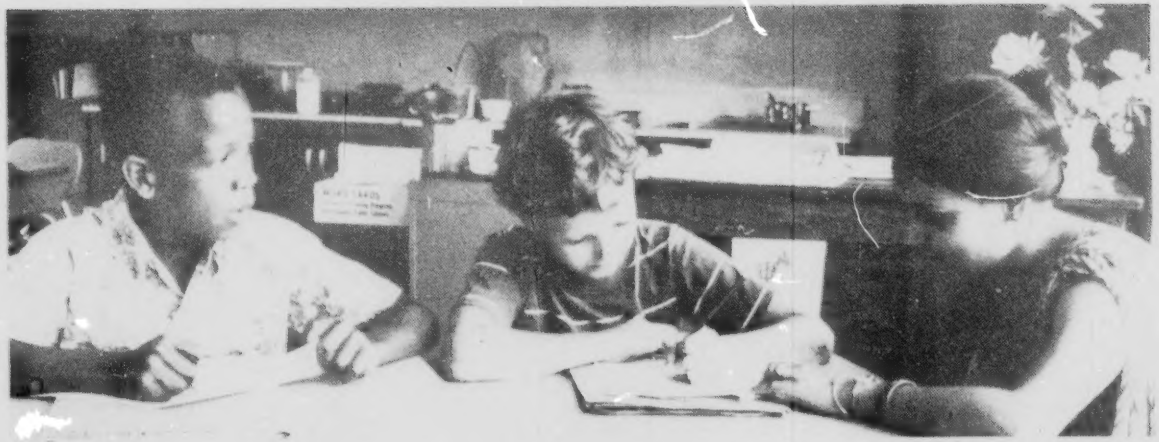
INTEREST SESSIONS
1:30 - 2:45

1:30 - 2:05	2:40 - 2:45
M-W-TH-F SESSION I	M-W-TH-F SESSION II

Two or three week sessions are based on needs and interests of students and all students select courses of their own choosing. Areas include: Art, Music, Science, Industrial Arts, Environmental Education, Math, Communications, Social Sciences, etc.

HOME ROOM
2:45 - 3:00

Groupings based on language arts room. Students begin and end the day in the same room.



Community Involvement

Parents and other community residents are a vital part of the Continuous Progress program. Community coordinators of volunteers recruit and organize parent involvement to help teach and tally interest sessions, tutor children, assist in the IMS math program, and prepare materials.

Parents also serve on the Pratt/Motley Coordinating Council, personnel selection committee and the PTA. The school relies on parent and community involvement. As the important task of phasing the program into Minneapolis Public School funding takes place over the next two years the faculty, staff and community are united in their belief that this educational program will be maintained and can be enhanced by drawing upon the volunteer resources of parents, students, and interested citizens. The school's program, now and in the future, is dependent upon substantive community involvement.

In the fall of 1974, a consolidation of the continuous progress program into the Pratt building is planned. Some children in the sixth year who are 11-12 years old will be enrolled in the ungraded transitional middle school program at Marshall-University High School when deemed ready by the staff involved, the parents and the student. This accommodates a true continuous progress in that students move on a K-12 continuum not tied to age or grade.

Marcy Open School

Philosophy

When children help plan their own activities within a rich and carefully planned environment, they not only learn basic skills, but also learn to take the initiative for their own education.

Based on the educational theories of John Dewey and the developmental learning concepts of Jean Piaget, the Open School emphasizes helping children build self-confidence, independence, responsibility and a positive self-image as well as a respect for individual differences in others while they are learning basic skills.

By eliminating the competitiveness of a traditional grading system and ability groupings, teachers have the opportunity to help students learn and develop honest self-assessment and realistic individual goal setting procedures. Evaluation is personalized, based on each student's own potential and needs. Socialization skills are important and "family" and community projects foster a cohesiveness in the entire school community. Learning at home, school and in the community is viewed as an integrated process of experiences.

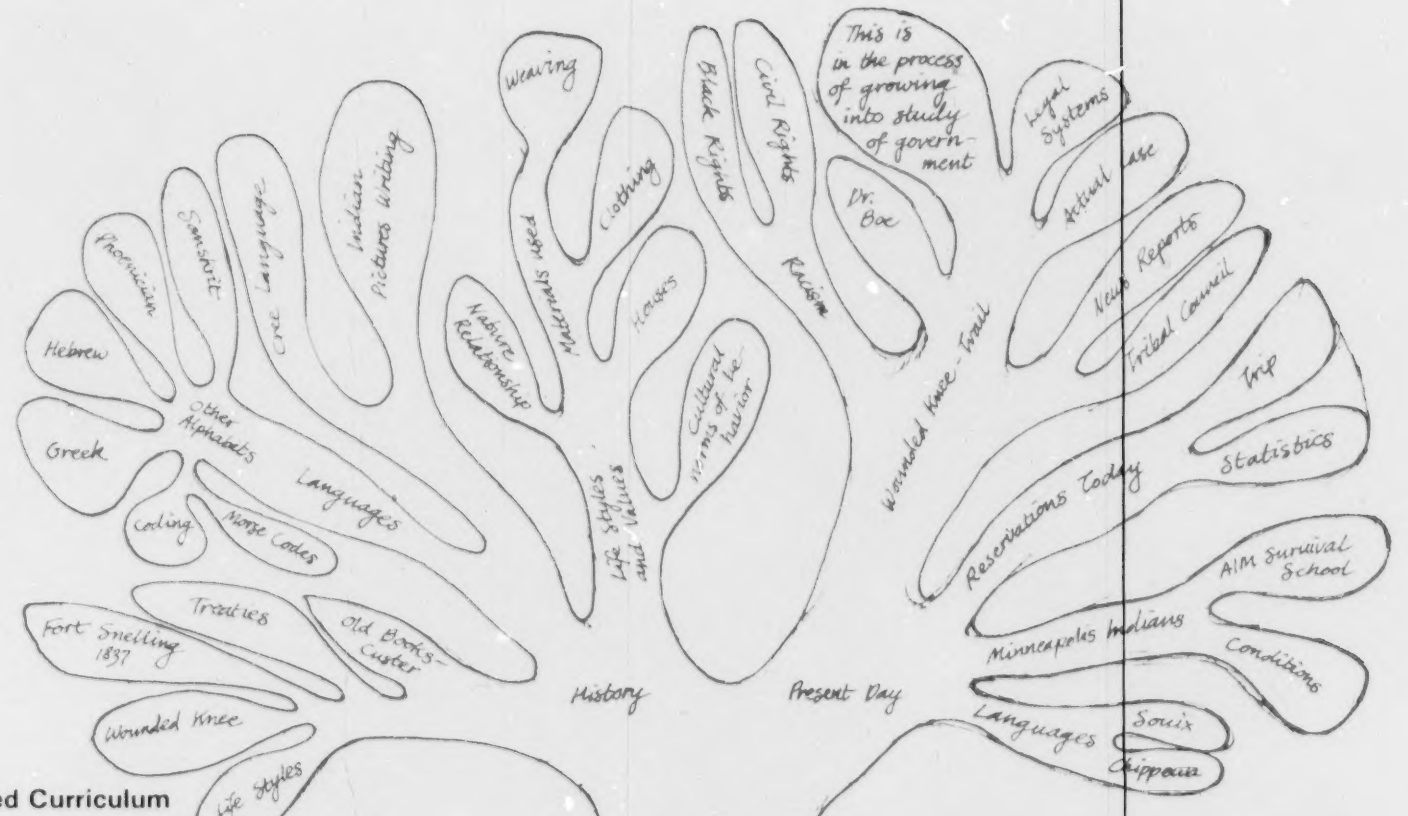
Structure of the Open School

Children are grouped into six primary and four intermediate classrooms. Each classroom includes 28-33 children, one teacher, one half-time teacher aide, and various types of volunteer help. Four of the primary and the intermediate rooms are linked together as four "families". The other two primary rooms are linked as a primary "family". The families share, to varying degrees, activities and materials.

The day is divided into times in which children are expected to engage in general types of activity. There is a morning meeting time to determine the schedule for the day, a project time in which groups or individuals engage in projects such as building Morse code senders, games, model city building, ink printing, animal study and photography. Students also have regular access to resource centers such as the gym, hammer hall, pottery, music and media centers. During another period of time each day, children are expected to work on basic skills in language arts and math in small groups or on an individual basis.

Basic skills materials are drawn from a great variety of resources available in the reading and math banks. Although some basic work is accomplished using traditional materials, basic skills are just as often acquired as a part of a project related interdisciplinary activity.

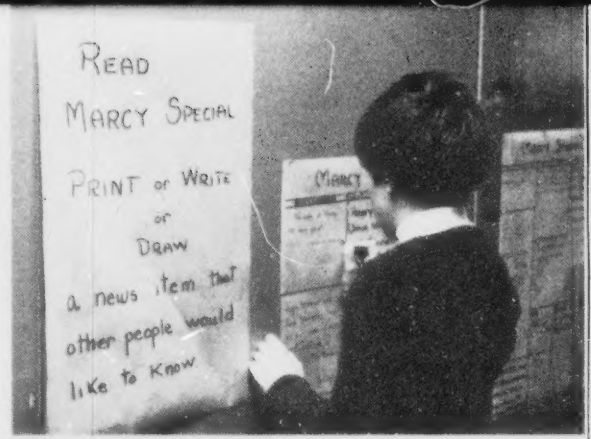
Lisa Jamieson

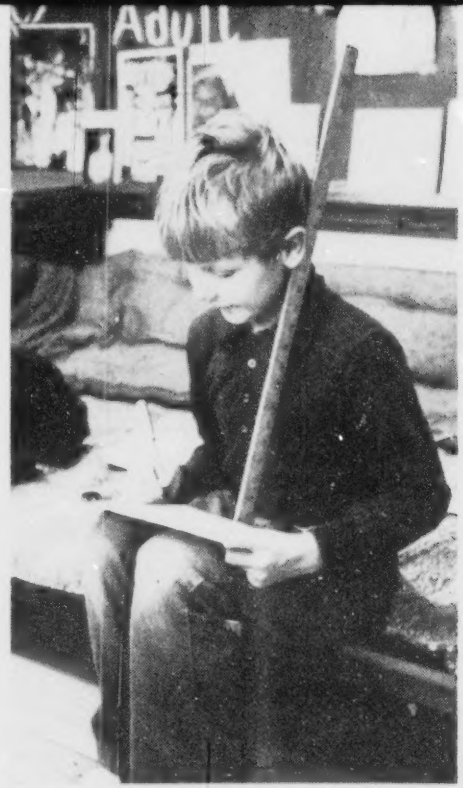


An Integrated Curriculum

The Super Snack Shop has been an example of an ongoing interdisciplinary activity which involves math, language arts, and social studies. The children in one family decided to earn money to help students who could not always afford to go on the field trips that required a fee. They borrowed money from the principal — which was paid back — to set up business, learned marketing techniques, read and adjusted recipes, found new kinds of healthy snacks such as Chippewa fry bread, rye krisp and peanut butter, and various kinds of cookies and bars. Posters had to be made each week, and the proceeds managed over a long period of time. Other families became involved and the activity is now part of the school life.

Native American studies was also an experience which drew upon the talents of a parent who lived for many years on a reservation. In addition to the art work and writing that revolved around that study, the group visited the State Senate to hear the debate on the wolf bill, visited a cemetery, went winter camping and wrote an anthology. Thus curriculum related expeditions into the community have made the community another valued resource which helps erase classroom walls and makes basic skills practical tools.





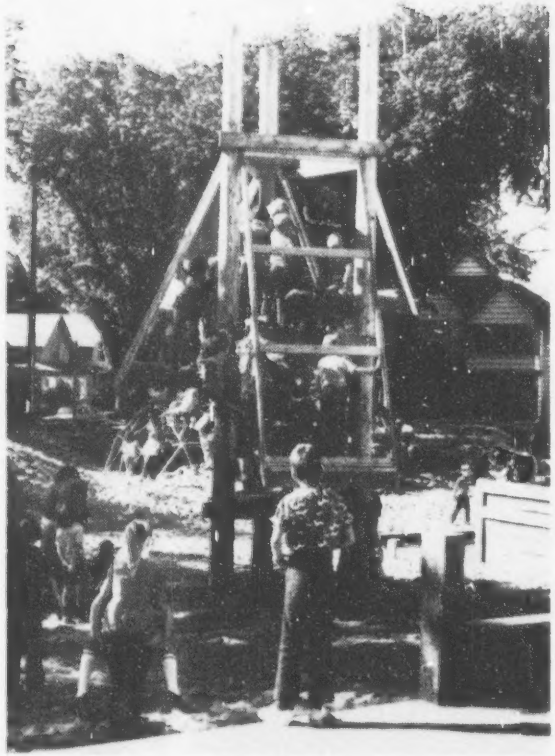
Role of the Teacher

For the Open School teacher with the ultimate responsibility of knowing where each child is in his/her development, the task of encouraging the best use of resources and overseeing the family activity with many volunteers and occasional helpers, is a demanding one. The teacher is guide, facilitator, must know when to intervene, when to propose a new task and when to stay away. The goal is to encourage children to be active agents in their own learning.

Reporting to Parents

Reporting to parents is accomplished through parent/student/teacher conferences where goals for the child are set through mutual agreement, and the progress made over the period is reviewed. In June, each parent receives a letter which summarizes the activities and progress of his/her child during the year. Marcy staff have designed record keeping systems which chart each child's progress in math, language, affective areas and daily activities. Parents help choose the classroom for their child.

Please turn the page for an example of Open Schools reporting and record keeping forms.



The Playground

A major undertaking of the Marcy Open School students was to initiate a change in the play area, a concrete parking lot surrounding the Marcy building. With the help of a University of Minnesota architecture student, the students designed a multi-purpose area with an amphitheatre, water, trees, sand and climbing structures.

RECORD OF AFFECTIVE GROWTH

School Year _____

Student's Name _____

Date each entry.

1. Unable to recognize true feelings meaning of behavior.	Conscious of feelings and meaning of behavior.
2. Acts only to fulfill own needs.	Concerned about others & modifies behavior.
3. Conforms to standard procedures in use of knowledge & media	Uses knowledge & media in unique & & interesting ways.
highly threatened by new experiences.	Highly open to one's own and other's experience.
5. Constrictive control of self; rigid.	Flexible; easily modifies behavior to meet change.
6. Reticient; shies away from challenges.	High risk taker; seeks out and meets challenge.
7. Meets inner needs by inappropriate external demands.	Highly developed appropriate coping behaviors in meeting life's demands.
8. Very dependent, needs very much direction and support.	Self-sufficient, minimal dependence on physical & social environment.
9. Seeks definiteness in all things.	Adjusts easily in unclear situations. Can accept value or factual conflict.
10. Gives in to group opinion or group pressure easily.	Firm, considers other viewpoints, but defends own.
11. Almost no recognition of effect of given behavior.	Recognizes effect of any given behavior.
12. Completely rejects people who are different; hostile.	Recognizes and acpets individual differences.
13. Few friends; very shy.	Seeks social uontacts; has many friends.
14. Belligerent; resentful; shows contempt for others.	Tolerates hostile action; assists others readily.

P. Petersen

Community Day

A Community Day plan was developed in 1973 which is to give a new dimension to open education. Community Day is based on the idea that for students there are many activities which cannot be carried on in the normal school week, and for teachers there is a need for substantial blocks of time for planning and organizing educational programs that cannot be done with the press of duties during the normal school week.

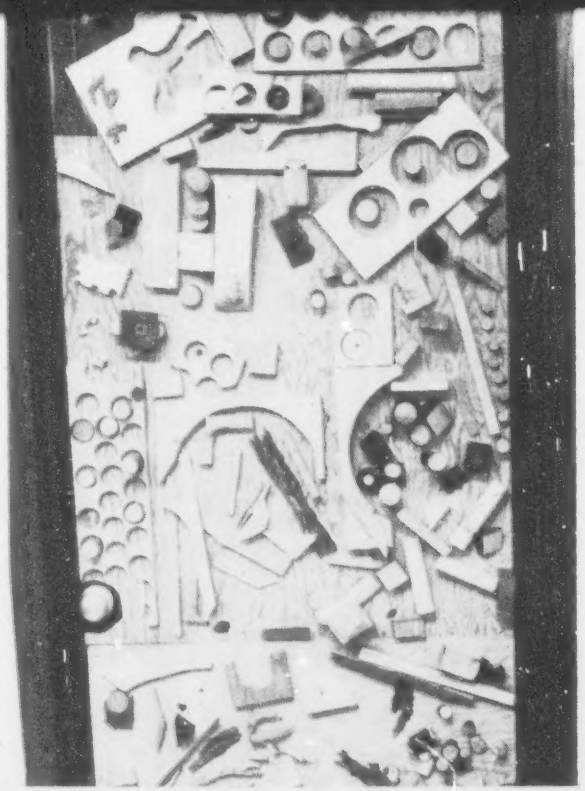
In the plan approved by the State Department of Education, one day a week is set aside for students to participate in learning activities in the community supervised by some of the teachers and volunteers. For staff and teachers, there is one day a week available for planning. Community Day activities are extensions of the regular school curriculum and do not preclude field trips on other days. The program began in February, 1974, on a pilot basis and is to be fully implemented in 1974-75.

Parent and Community Involvement

Believing that when parents participate in the education of their own children everyone benefits, the Open School actively seeks parent involvement on many levels. A coordinator for community resources and volunteers increasingly draws into the school life those who have talents and interests that benefit the students. On any given day there are not only the classroom teachers, but aides, parents, community volunteers, teacher interns from other Minneapolis schools, preservice University students as well as high school students who are assisting on a one to one basis, teaching mini courses, observing, taking students on field trips and helping with materials production.

On another level, parents and staff have joined in a common effort with the school administrator through the Advisory Council. The Council serves as a decision recommending body and is devoted to serving the school in matters having to do with personnel, budget and the basic direction of the school. The council is composed of parents, staff (teachers and support personnel) and the principal.

As new opportunities arise, the Open School seeks to try out ideas and extend the possibilities for students. Recognizing that the world is changing rapidly, the Open School community meets with enthusiasm the challenge of helping children acquire a joy for living and learning that will encourage them to participate in and contribute to their world.



Free School Students

Southeast Free School

A definition of the Southeast Free School should begin with a philosophical statement on freedom. Freedom is a process, a continuum through which an individual gains abilities and makes decisions based on his own desires and the realities of the environment. Freedom involves learning how to relate to others (risk taking), finding real work to do (putting up with some drudgery) and understanding the society we live in (hard thinking and knowledge). It involves developing traditional capacities for delayed gratification, self discipline and nitty gritty.

The Southeast Free School, which has developed its own unique character as has every school, stands for building a confidence and awareness within students so that they will want to learn the skills necessary to survive in today's rapidly and radically changing world. The school seeks not to isolate itself but to be an extension of the community, and in turn extends itself into the community and the environment. Achieving skills and being able to make choices helps people to become free. And being free in this way is what Free School is about.

Provisions for a Free School in the initial 1971 proposal represented an attempt to provide an alternative for elementary and secondary students and their parents who had been actively seeking a more humane and creative approach to education.

Parents and students selected the first staff of six teachers, one of whom was to be a head teacher. Together they worked to prepare a program as well as to select and prepare a rented space in the United Ministries building. (In 1974 the Free School moved into a public school building.)

The group, augmented by six aides, a large number of volunteers, experimented with a highly individualized approach during the first year.

Although many classes were offered, successes in bringing the school together were most often found in the travel experiences which took students on short trips to the woods, and longer trips, the most ambitious of which was to Mexico for a month in the winter.

The original proposal set enrollment for the first year at 70 students However, because of the great demand by other students to participate in the school and because of a desire to increase the resource base, the program was expanded to include 170 students in 1972-73. Many of the new students came from the private Glendale Street Academy which was formed to meet the needs of some 25 students who were not able to enter the Southeast Free School the first year.

The Program

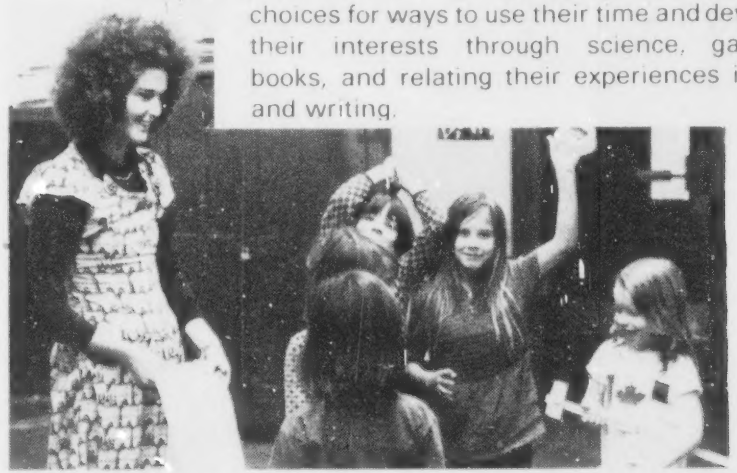
Free School students are now divided into younger, middle and older student groups. The curriculum of all students in the Free School includes work in mathematics and written and oral communications. There is an emphasis throughout the curriculum on achieving the ability to be both a creator and critic of the society. Students and faculty seek to nurture and maintain the new community of the Free School within which there is a need to know how to choose learning activities, how to deal with society's conflicts, how to have fun and how to help others to have fun, too.

Field trips for the school include studying Dinkytown through surveys, tape recording and cameras, and extended trips to Mexico each year which not only help stretch the knowledge of students but help them build interpersonal skills in a way not possible in a school setting.

The school has common resource areas for all ages in math, science, art, music, pottery, woodworking and photography. Participating in activities outside the building is an important way of understanding community life and resources.

Primary Students

Students (ages 4-8) have a large open primary classroom of their own. Many activity centers offer varied approaches to encourage basic skill growth in language arts and math. Groups of primary children have special times in which they work on their skills. In addition, they are presented with many choices for ways to use their time and develop their interests through science, games, books, and relating their experiences in art and writing.



Middle Students

Middle students (ages 9-13) have a home base; a large room with conversation and reading areas where an integrated language arts-social studies curriculum is offered. A city study or a Minnesota history project will include writing and research in the city or adjacent area, pulling together many skills. Middle students are responsible for scheduling their own time in the math, science, art and other resource centers.

The students work with their advisors to make contracts or agreements for the projects, classes and activities they will pursue throughout the year.

Please turn the page for info on Governance. . .

Secondary Students

Secondary students have their own rooms for humanities, social studies and access to other resource centers. Six-week schedules of classes are offered, however, time commitments are individually arranged with advisors and other teachers according to the students' personal goals.

Secondary students also are encouraged to take classes in Urban Arts or classes at Marshall-University High School and the University as well as to seek apprenticeships.

Graduation requirements have been set up for the school which broadly define areas of accomplishment in communication, mathematics, science, humanities and personal independence.

Depending on the students' goals and how they meet their commitments, students may graduate when they have fulfilled their individually tailored agreements. A student, staff and parent committee reviews each student's request for graduation. Students receive a Minneapolis Public Schools diploma.

The Free School uses the study of society's controversial issues as an effective learning experience when students become interested in current events and move from the classroom into the community. In 1973-74 students investigated and became involved with the United Farm Workers movement. They have also been active in dealing with racism and sexism as they affect the society.

Sara Porter

Governance

Initially school governance was accomplished by the consensus of those staff and students who met to make decisions. In the spring of 1972 a governing board of parents, students and staff organized to plan for the second year and to provide a consistent on-going approach to school governance.

The governing board has developed into a strong leadership group which has taken many of the responsibilities for the principal. The governing board handles personnel matters, taking the responsibility for staffing and budget decisions, school procedures and long range planning, as well as definition of overall curriculum and educational program. Fifteen students, parents and staff, chosen by their peers make up the board.

EXCERPTS FROM FREE SCHOOL GRADUATION REQUIREMENTS

Free School defines its graduation requirements in four very broad areas of basic skills and responsibility: (1) communication and language; (2) mathematics and science; (3) social perspective and the humanities; (4) personal achievement and independence. In each of these areas every student will show a minimum level of achievement. In at least two of these areas each student will show proficiency beyond the minimum.

Social Perspective and Humanities

Minimum competence in this area means:

1. You have a basic grasp of world geography (physical, political, economic) and human population groups (culture, values, life styles).
2. You have a basic background in Unites States History, including the Constitution and Bill of Rights, viewpoints and problems of minority groups, and ways this country is feared or respected elsewhere in the world.
3. You know your own cultural roots and values, can talk about influences shaping your life, and can identify your own "place in history" — starting with Minneapolis today.
4. You have information and ideas about the emerging world you will live in, major conflicts and opportunities before you and how you choose to deal with them.
5. You are familiar with the "isms" of today (communism, capitalism, racism, sexism, socialism, classism, imperialism, etc.) and can define them and identify where and how they operate.
6. You are exploring and thinking about at least one alien, foreign or different culture.

Additional proficiency in this area might be shown by such activities as:

working with a local community organization to achieve some particular political or social reform.
traveling to another place, learning your way around, and doing an analysis of how it is different.

Personal Independence and Initiative

Minimum **competence** in this area means:

1. You have found and held a job (paid or volunteer) where your performance was evaluated by someone not connected with Free School.
2. You can tell about your plans for six months from now, or at least be able to offer alternatives.
3. You have developed a particular skill or interest of your own, which you enjoy, are proud of, and are glad to be asked about.
4. You have enough self-discipline to take responsibilities which other people can count on, and also to let people know when you **cannot** accept a responsibility. Etc . . . . .

Procedure

The heart of this system is that each student shares in making each decision about his own graduation from Free School — when he thinks he can be "ready", what special expectations are appropriate for him, how to meet those expectations, who should evaluate his performance, how to evaluate whether in fact he should graduate, and what should be the final entry in his MPS records. A student may be certified for the diploma any time after his 16th birthday. The procedure is as follows:

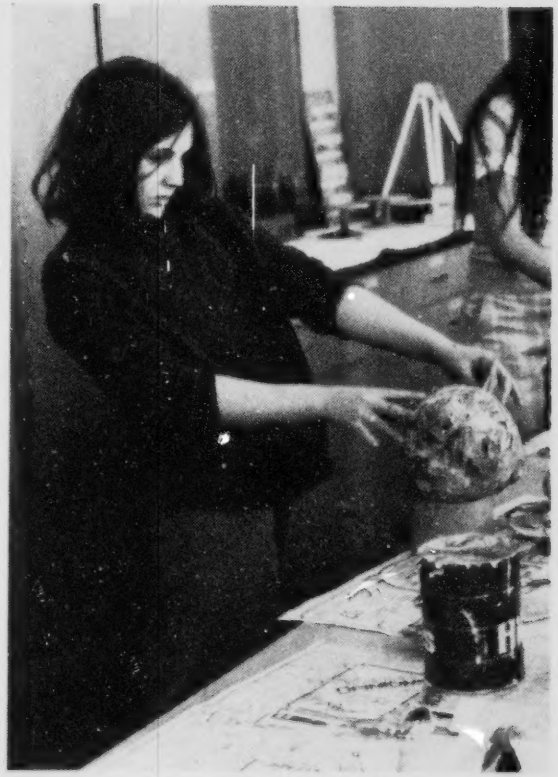
1. Student and advisor agree six months in advance on a target date for graduation.
2. Student and advisor, working with other staff, agree on a written **contract** for the final several months work.
3. Contract covers minimum **competence** requirements not yet met, plus additional proficiency areas agreed to be appropriate for the student.
4. Student and advisor agree on student's Graduation Review Committee, to include two staff (other than advisor), one Free School parent (chosen from Governing Board), one secondary student, and one adult not formally related to Free School. Advisor serves as student's advocate before this committee.
5. Committee meets monthly with student and advisor.
6. At completion of contract period the Committee meets with student and advisor for final graduation interview — 1-1½ hours in an informal setting. . .etc.

Marshall-University High School

Like the other four SEA alternative schools, Marshall-University High School has become known as a city school serving not only the Southeast community but Minneapolis as well. Created in 1968 by the merger of the public school, Marshall High School, and the University laboratory school, University High School, this unique school is committed to the concept of experimentation, research and demonstration. Strong ties to the University over the years plus the addition of alternative status enhance the opportunities for students.

A diverse student population draws 2/3's of its students from Southeast and 1/3 from the rest of the city. The school strives to create an atmosphere where people with many backgrounds and philosophies can come together, respecting each others differences.

Marshall-University High School is dedicated to providing a number of options within the school and community that will enable students to receive an excellent education as well as a background of varied educational experiences that meet the interests and needs of the individual students.



The Senior High Programs

A trimester plan, which allows students to choose the courses they wish to take grades 9-12, encourages students to plan programs and gives them an opportunity to take a greater range of courses and options through the year. While there are a number of requirements, there are many ways of fulfilling them according to student needs and interests. Most courses are open to students 9-12, most with no prerequisites. A lottery system for open registration devised by students allows for a fair and orderly registration process three times a year at 12 week intervals.

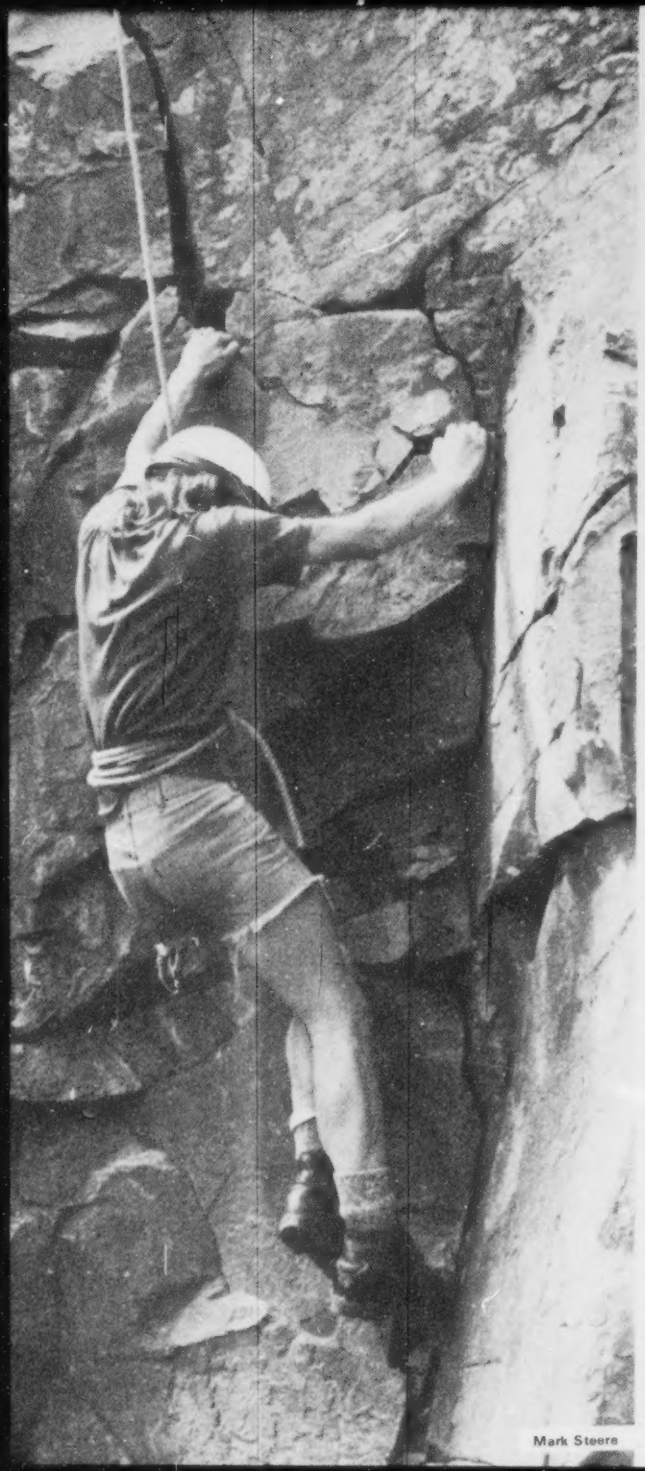
Models for Options

Three models for study are available to students. They may take the single subject area discipline courses, interdisciplinary studies, or independent directed study. A student may design a program including all three in any trimester during her/his high school years.

Single Discipline Courses

Students explore concepts and themes in a single academic discipline with a faculty member. Classes may be taught at various sites in addition to the traditional classroom thus adding further dimensions to learning. The single discipline class remains the core of the high school program. Offerings change each trimester.

Black studies and Native American studies, film studies, co-ed shop, home economics and athletics, options in English and computer math have joined the more traditional single discipline offerings to widen the range of single class offerings. Classes in debate, newspaper production, photography, art and music and theatre offer experiences in developing special skills.



Mark Steere

AWARE

Project AWARE (A Wilderness and Research Experience) is a program of wilderness and urban survival training which had its pilot program in the spring of 1972. As many as 30 students and two staff members meet together on a full time basis for a trimester to select projects related to the environment and work on them at school and in the field. Approximately 20-25 days of each trimester are spent in the field studying sites from an historical, geological and geographic point of view. Students research and document their findings as they relate to individual projects which they share. Explorations in the past two years have included 150 mile bike trips through rural Minnesota, wilderness backpacking in the Boundary waters area, mountain climbing, snow shoeing, trips to the state legislature, and short forays into other wilderness areas for camping. Along with skills in canoeing, camping and safety, an expertise in budgeting, nutrition and cooking is also acquired. AWARE's home base is at Tuttle School and enhances the K-12 environmental studies programs.

Interdisciplinary Options

OCLE

While many independent study projects are carried on in conjunction with single discipline courses, the Off Campus Learning Experience has become an alternative for earning credit at a site other than Marshall-University High School. Students write a contract after choosing a site and project.

These, together with the objectives, are approved by faculty advisors. Weekly meetings with the advisors monitor the progress of the students. Projects selected have been varied. Some have been academic research. Many more are active participants in the community in dance, television, oceanography, police-community relations and work in schools and hospitals. This option is designed both for students who are disenchanted with the traditional school concepts as well as for those who seek enrichment.

Humanities

Exposure, first piloted in 1972-73, is designed to offer a humanities approach to paintings, sculpture, architecture, drama, poetry and music in the Twin Cities. Students undertake an individual or group project and observe first hand the arts in the area.

Television Studio

Over 100 students each trimester are able to learn television production and programming techniques in the completely equipped television studio. In addition to developing student expertise in media, radio and television, teachers may call on the studio to provide television tapes of current programs that are pertinent to their studies.

The Personal Touch

Guide Groups

A guide group program was researched in the spring of 1972 by a group of faculty, students and parents. The plan for small group counseling models calls for students to meet on a regular basis to deal with educational and career planning, to develop interpersonal skills and to assess past learning experiences. Guides are responsible for aiding students with educational programs, keeping them up to date on records, explaining school procedures and relating to parents and students in such a way that a better climate is created for helping students with life goals. Guide groups with 12-15 students meet for a half hour twice weekly. How the time is used is decided on by the group. Guide groups which meet twice weekly include all students grades 8-12 with all certificated staff serving as guides.

Individual Directed Study Options

Students may, with parent and faculty consent — engage in independent study. A student may plan a course of study, objectives, content and evaluation, working closely with a faculty advisor. Approximately 150-200 students elect to work out an independent study within their program each trimester.

Psychological Counseling

The Deliberate Psychological Project is a joint attempt by teachers and counselors to offer a sequence of courses designed to promote a student's knowledge about self and others and to help students acquire specific knowledge and skills in child development, counseling, interviewing and teaching. Practical experience is combined with weekly seminars.

School and Community Sharing

Learning experiences are often most relevant within a community context. The school extends into the community and makes available opportunities for students in many out-of-school resources.

About 30 students each quarter participate in the Minneapolis Urban Arts program. Usually carrying a full academic program mornings, Urban Arts students from all over Minneapolis choose offerings in Film in the Cities, photography, Children's Theatre, Walker Art Center, Minneapolis Institute of Arts and School of Design. Credit is given at the home school for these ventures.

Some students further expand their program and take part in University Without Walls which allows students to register and participate in University courses while still registered at Marshall-University High School. A few students have participated in Southeast Free School classes or occasionally attend another city high school for part of the day.

The Work Opportunity Center provides a city-wide alternative program which exposes students to work experiences and lays a foundation for a career after graduation for students who might otherwise not complete their high school career.

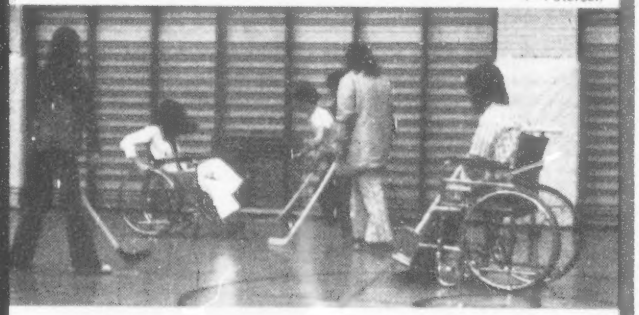
During the summer months many students take part in the Twin City Institute for Talented Youth or attend Camp Tamarac, the Minneapolis Public Schools program that combines an outdoor natural setting with academic study.

Greg Stimart

Governance

Representatives from faculty, parents, students, Intergroup Education, Special Education and noncertificated staff have been drawn together in an Advisory Council as a way to unify diverse school groups and other interests in order to promote the educational welfare of the MUHS students. The Principal's Advisory Council began February 1974 and is designed to counsel and advise the principal in the formulation of school priorities. The student senate, department chairpersons, faculty council, and PTSA board are also substantively involved in school affairs and decision making.

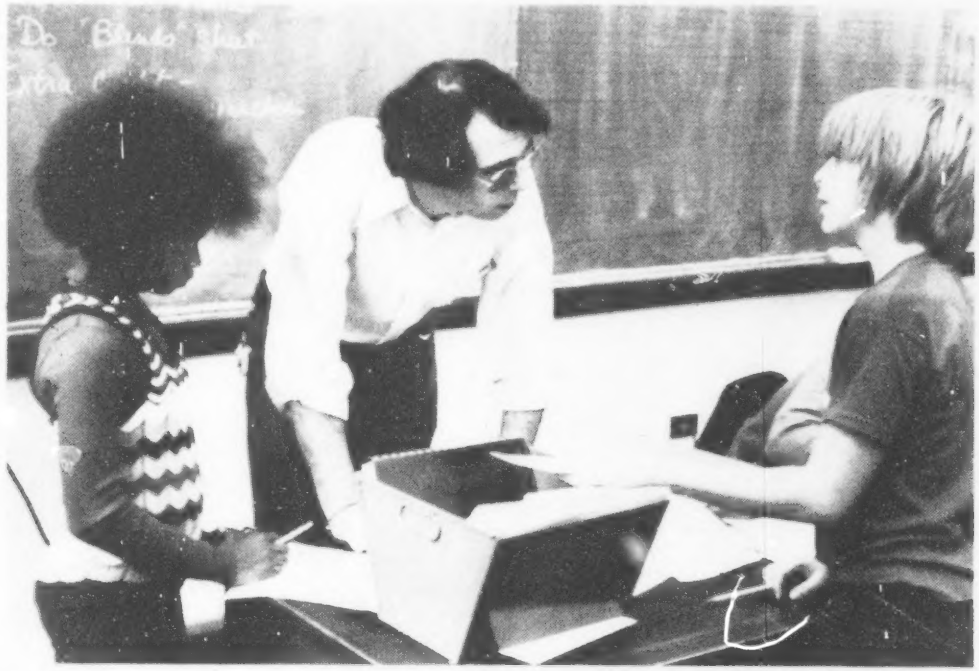
P. Petersen



Special Education

Orthopedically handicapped and hard of hearing students come from the metropolitan area to take part in the Marshall-University High School special education program. Special classes and teachers are provided for these students, however, the main goal is to integrate them into the regular curriculum and school activities in so far as possible according to each student's needs and interests.

MUHS Transitional Program 6-7-8



Transitional Program

As Marshall-University High School began receiving students from the four elementary programs, the junior high 7-8 grade program changed to a transitional program to meet the needs of those students.

Students entering the 7th grade may now choose among four basic program options: open classroom, an ungraded approach for 7-8 grades, a true graded option, and for students who need special help in language arts and math before entering senior high, the highly structured Adjusted Learning Environment. Teachers work in teams in the graded and ungraded classrooms, meeting for an hour each day with counselors to share insights and plan a coordinated curriculum.

The ungraded team serves approximately 100 12-14 year old students with a highly

flexible and individual curriculum. Although the goals conform to the standard Minneapolis Public Schools system's goals, the methods taken to achieve them vary greatly and students may progress at their own learning rate.

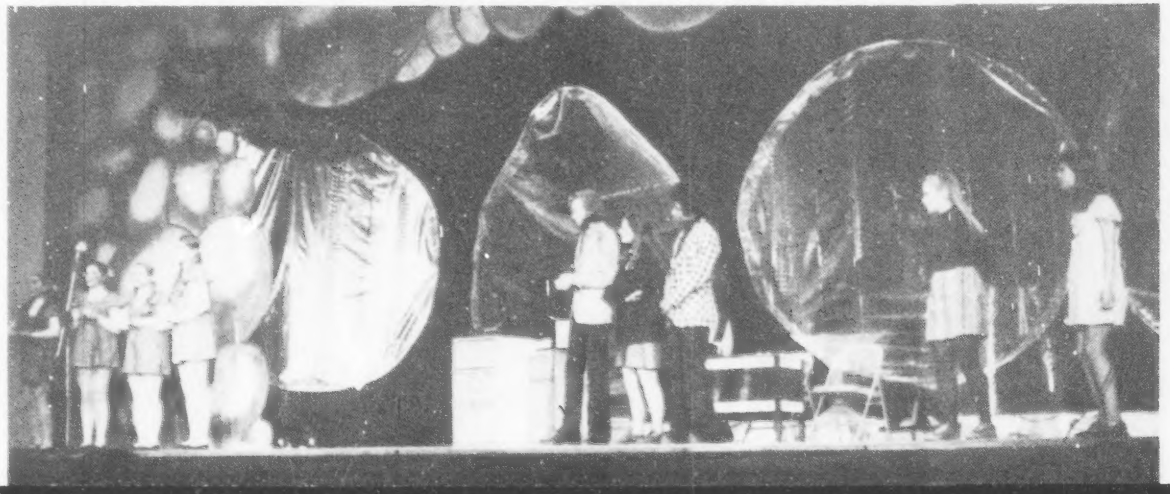
The graded team for 7th and 8th grade, with about 100 students in each, follows the more conventional classroom approach to achieving the desired goals.

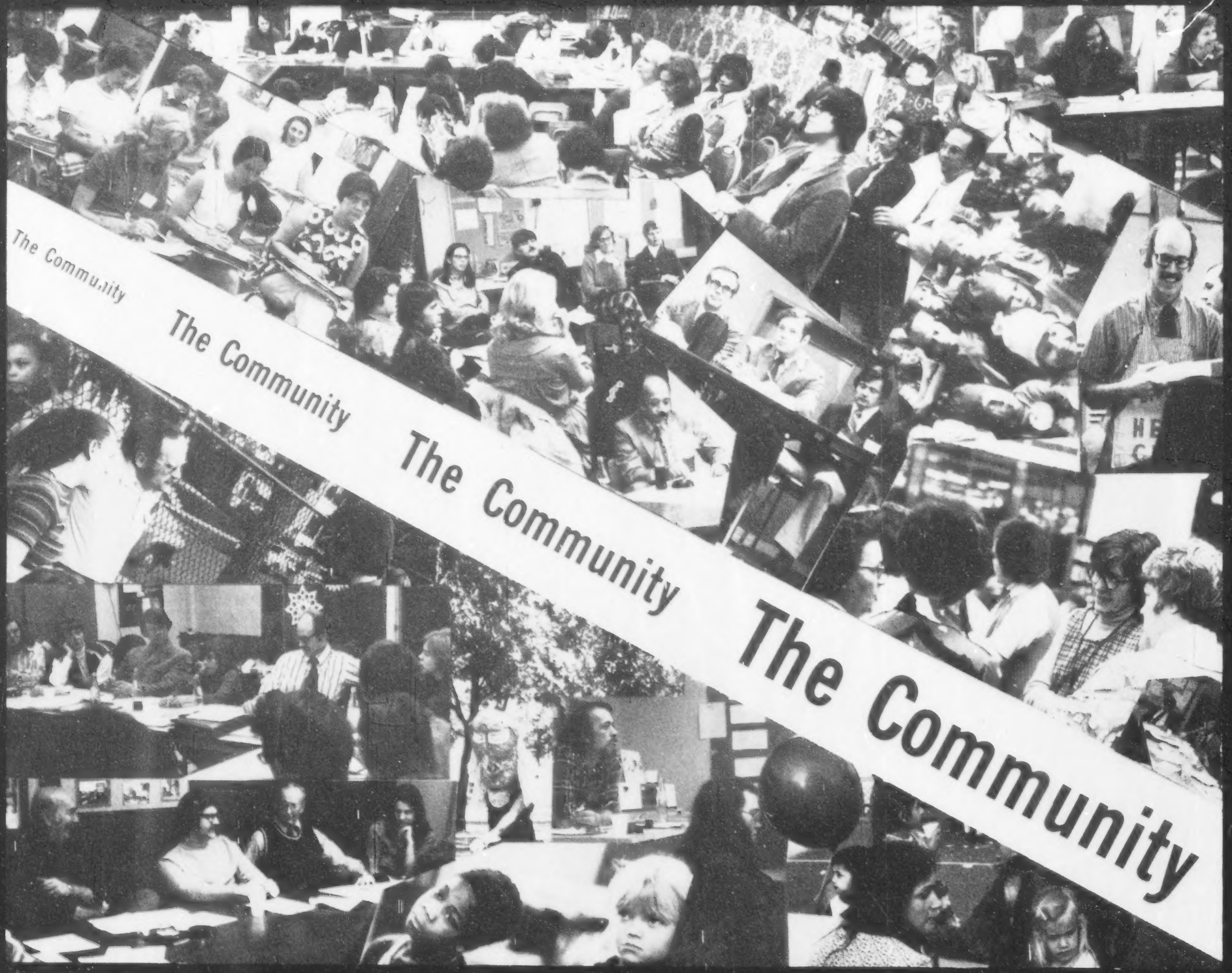
The open classroom offers a wide range of learning opportunities. In addition to projects and core subject exploration in their own classroom, students have access to the high school facilities in home economics, art, music, industrial arts, theatre, languages and gym, as do other transitional program students. A team of teachers, aides, students and volunteers work with about 40 students in the open classroom. Most of the work is interdisciplinary and individualized.

The Adjusted Learning Environment, ALE, has two teachers and about 40 students who need extra encouragement and help in math and English so they can enter senior high school on a more confident basis. Home visits by the staff and open house meetings with parents, help these students gain confidence in themselves.

Beginning in 1974-75 school year and in order to develop further the growing reality of K-12 continuum of learning, program modifications are being made to break down the barriers that exist between secondary and elementary schools.

Eleven and twelve year old students in the elementary programs in contemporary, continuous progress and open education who are deemed ready by their parents, staff involved and themselves will have the opportunity to enter the transitional program during the "sixth grade" year. In this way, students who are ready to progress will be able to do so, thus reinforcing the idea that it is the stage, not the age that matters. This new development in the transitional program will bring SEA schools and community closer to the major goal of providing extensions of the alternative programs in the elementary schools into Marshall-University.




The Community
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PROMISING PRACTICES AND EXPERIMENTAL PROGRAMS

Explicit in the goals of the Southeast Alternatives proposal is the commitment to pursue promising practices. This general mandate has received focus in curriculum areas, governance of the project, community education, staff development, as well as in formative evaluation of the project.

K-12 THEATRE

Theatre experiences became available to all Southeast Alternatives students in the fall of 1973 when a newly formed K-12 Theatre Project began offering creative drama and dance workshops.

Each of the elementary programs now has creative drama activities on a regular basis as well as formal and informal training for teachers and aides in the dramatic arts.

In the fall 1973 workshop, secondary students produced scenes from six plays and two original works, and offered a full length comedy-musical production March, 1974.

For many students the K-12 theatre project represents the first time they have been able to participate in this creative endeavor.

Students from the University of Minnesota have assisted in theatre projects as have volunteers from the community. Cricket Theater, Theatre of Involvement, Children's Theatre, and University Theatre have all given free assistance and resources.

As the K-12 theatre program develops, efforts are being made to accumulate materials and guides and further develop cooperation in the arts between SEA and the University resources to the benefit of both.

Industrial Arts

A popular addition to the elementary programs is industrial arts. School workshops are equipped with work benches, handtools, drill press, lathes, and scroll saws so children may learn techniques and safe use of tools in wood working, metal and leather craft. This coeducational activity encourages older and younger students to work together and has enabled students to contribute to interdisciplinary classroom projects as well as to develop skills not usually found on the elementary level. The use of the workshops is often extended beyond the school day for students and community use. Teachers, University interns, older students and volunteers serve as instructors.

K-12 Language Arts Program

At the Open School, Free School, Continuous Progress School and Marshall-University High School, the Moffett Language Arts materials have been incorporated into the curriculum.

The Moffett approach involves students in actual activity rather than a study of subjects and is interdisciplinary, project and activity oriented.

B. J. Smith

K-12 Science and Environmental Studies

The K-12 Environmental Studies program involves students in activities relating all subject areas to the real world. Studies in urban community and natural areas develop skills in math, social studies, science, language arts, art, music and physical education.

Secondary students have an opportunity to take AWARE at Marshall-University High School. Eighty science units are available for elementary classes which take students outdoors for camping, cross country skiing, snowshoeing, school site development and canoeing. The program arms the student with an understanding of environmental interrelationships, the inquiry skills needed to answer questions and a sensitivity to the environment and to other people.

The Minneapolis Living Materials Center began in 1973 and serves as a respository for organisms and materials such as crickets, daphnia and tropical fish needed in the study of zoology and biology in the schools. Students spend time in the center observing and doing research projects with organisms. Sets are also supplied to classrooms. This program will serve all the city's schools beginning in 1974-75.

B. J. Smith

Over 100 science kits are available for teachers to check out in class unit sizes through the Science Center. Examples of those kits range from microscopes, astronomy, electricity, balloons and gases. SCIS units such as eco systems, environmental, organisms, and communities are available.

All three programs are housed in the Tuttle building.

TELEVISION AND MEDIA STUDIO

Because we live in a time when the medium becomes the message and television is one of the dominant forces in our society, it is appropriate that a television studio be funded and installed in the Marshall-University High School building which serves not only Marshall-University High School but also the rest of the components in SEA and the University of Minnesota.

The Television Center, was first proposed by teachers in the fall of 1971 and approved in August, 1972. The 1972-73 school year was one primarily of installation of the facilities which now offer broadcasting on five channels to 42 locations in the Marshall-University High School building. Broadcasting is possible into or out of any of the 42 locations and programming can be 16mm films, slides, pre-recorded video tapes or live video productions.

With video and audio studios, and complete equipment, the possibilities for production and training are extensive.

P. Petersen

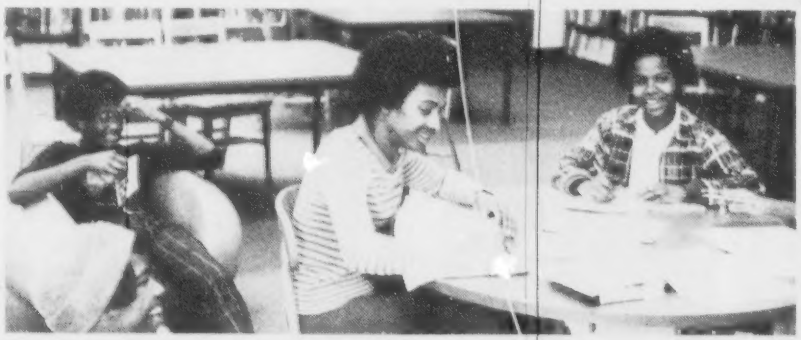
A program for training high school students as studio managers in all operations of the complex makes it possible to offer many services to those in the schools. Marshall-University students, Southeast Free School, Community Education and the elementary schools also make use of the studios talents and services as do the K-12 services and the University of Minnesota. Thus, in providing training in contemporary skills for many students who compete for the studio manager positions, and in service to the students and teachers who use the products of the studio, the television studio has earned a place of significance in the Southeast Alternatives project.

DECENTRALIZATION

Southeast Alternatives serves as a model of administrative decentralization. In the original proposal, it was indicated that models of governance and decentralization be undertaken which would best serve the project's needs.

There is strong commitment in Minneapolis on the part of the Superintendent and the Board of Education to making local education a participatory process. Within legal constraints, there is evidenced a willingness to transfer authority and power closer to those who are most affected by decisions and a comfortableness with the arrangements.

A number of governance models have developed in the first three years of the project which have replaced the old vehicles such as the Marshall-University High School Policy Board. In the expanded and changing relationships with the University and the changes in administrative decentralization within Minneapolis these new forms serve as useful examples of community responsibilities.



The Management Team

A further model in administrative decentralization is the Management Team which is composed of school administrators and some members of the SEA K-12 staff.

It was organized to draw together K-12 staff and administrators and to share some of the administrative decision making with the Director.

The Management Team decides on matters affecting budgets and personnel, monitors governance and evaluation. Observers from the Southeast Council attend Management Team meetings.

The Southeast Council is designed as an influencing advisory body and the Management Team as the administrative body, with different constituencies but with the common goal of serving the best interests of the project.

The Southeast Community Education Council

The first of these models developed in 1971-72 was the Southeast Community Educational Council. Created to advise the SEA Director, the Council is made up of elected representatives of schools, parent, faculty and student groups as well as members from several community agencies.

The Council is involved in the recruiting and interviewing of administrators and staff having K-12 responsibilities, in evaluating the Director's performance, in leadership, in planning and priorities for the project as well as making recommendations about evaluation activities and the allocation of resources. The Council was the prime agent in the 1973-76 planning process and in formulating the recommendations on school reorganization and administrative area changes.

School Governance

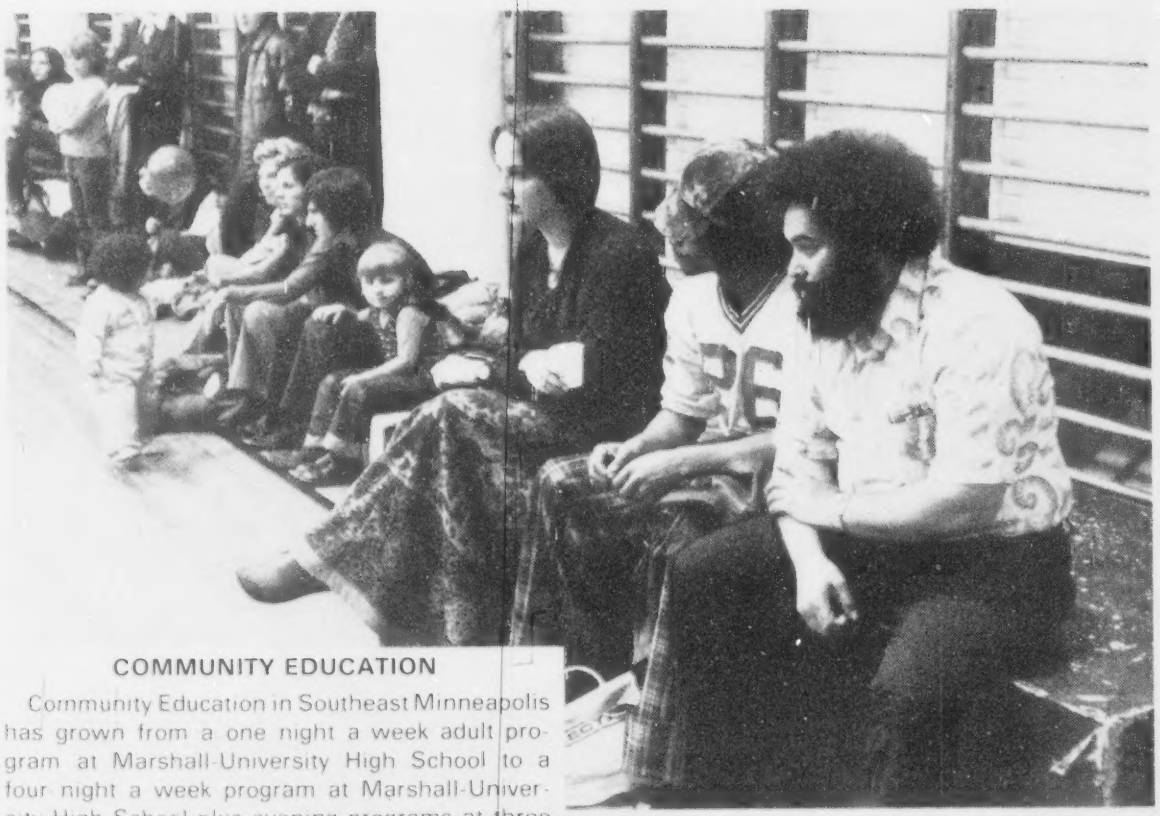
Each of the schools has developed the governance model that best suits its needs. The Southeast Free School has a student/parent/faculty Governing Board that is a decision making body and is largely responsible for personnel, budget and curriculum direction. Marcy Open School has an Advisory Council that works with the principal to set the direction of the school and to form its policies. The Continuous Progress school has a PTA and a Coordinating Committee of faculty, staff and parents that meets with the principal to advise and recommend. The Contemporary School has a strong PTA Board that meets with the principal, and Marshall-University High School has a newly formed (February, 1974) Advisory Council which seeks to unify diverse groups and promote the educational welfare of the Marshall-University High School students.

Regardless of the name of the board, each school has worked out the form that best suits its particular philosophy and needs.

The Future

Questions remain as to how and when and where Southeast Alternatives will fit into the decentralized structure in the Minneapolis reorganization. The Southeast Council requested of the Superintendent and the Board of Education that SEA remain independent until the end of the project in 1976. Many questions remain as to the future of Southeast in the constantly changing scene of declining enrollments and budget concerns in Minneapolis.

However, as staff and parents and administrators have participated in governance models that have allowed them the responsibility of recommending personnel and budget and program changes, they have grown accustomed to making decisions and accepting the responsibility that accompanies such efforts. Having experienced success and satisfaction with such models, it would appear reasonable to assume that the Southeast community will desire to continue to exercise their influence in these avenues for decision making that directly affect them, including the vital prerogative of parent choice of alternative schools.



COMMUNITY EDUCATION

Community Education in Southeast Minneapolis has grown from a one night a week adult program at Marshall-University High School to a four night a week program at Marshall-University High School plus evening programs at three elementary buildings and after school programs in most of the elementary buildings with an after school program in a variety of Cedar-Riverside locations. The registration for the evening programs topped 1600 fall quarter, 1973, the largest program in Minneapolis.

Community education is a special approach toward education that extends beyond the regular school day and is aimed at integrating the regular day program with the afternoon and evening activities.

Based on the underlying assumptions that public school facilities belong to the people and that learning is a life-long experience, Community Education provides vocational training as well as a variety of recreational, academic and enrichment opportunities for all ages.

The Community Education Coordinator coordinates the planning efforts of the four elementary schools, and Marshall-University High School as well as the Cedar-Riverside afternoon program.

The Southeast Community Education Committee, composed of parents, students, faculty and other community residents, helps determine the overall goals and priorities and evaluates past efforts.

Most of the elementary schools are staffed by a part time coordinator who plans activities for children from 3:00 to 4:30 p.m. Monday through Friday. Elementary schools are also open at least one evening per week for youth and adult programs as well as community meetings.

In the spring of 1974, in cooperation with the Family Resource Center, an after school plus program was begun, offering after school care for children K-6 on a limited basis to help parents who are working or taking classes.

Marshall-University Community School offers classes four nights per week from 4:00 to 10:00 p.m. Anyone may attend, regardless of educational background or experience. Course offerings are changed three times a year and are determined through interest expressed by the community and by those who wish to teach. Special community events are also sponsored throughout the year. About 100 courses are offered and a number of classes may be taken for high school credit. A brochure of class offerings is mailed to Southeast residents each fall, winter and spring.

The Community Resource Coordinators are a part of Community Education and help to develop resources and volunteer assistance for the schools as their needs are made known. The Community Resource Coordinators from each of the schools serve to improve communications between the schools and the community. For those who volunteer, volunteer training is offered as well as access to staff development programs offered in Southeast Alternatives. Approximately 200 volunteers work weekly in the five alternative schools.

Community education programs serve a wide age group — young and old. Many activities are planned specifically for senior citizens. Pratt/Motley and Tuttle have Senior Citizen Clubs which meet monthly and sponsor a variety of programs. Sometimes classes are designed to meet specific community needs such as the "New Life for the Old Home" which offered a series of seminars to Southeast residents by a number of experts on rehabilitating their properties.

Some of the 100 courses offered spring session are electrical repairs, Norwegian (also six other languages), stained glass, star gazing, American Indian art objects, furniture refinishing, making natural dyes, poodle trimming and grooming, tracing your family tree, and how to buy and sell a home.

Community Education offices are located at 166 Peik Hall, University of Minnesota, Minneapolis, 55455. For further information call 612-376-4505.

THE TEACHER CENTER

The "Shake It Up and Move It Around Glee and Perloo Marching Society" was a workshop designed by teachers and offered to them through the Teacher Center. An interdisciplinary effort in drama, English, industrial arts, science and social studies, the workshop was one of many in 1973-74 that demonstrates how teachers can creatively speak to their staff development needs when they determine the mechanisms for doing so.

The Teacher Center, which became operational in the fall of 1972, was designed to offer teachers a unified approach to staff development and to allow them to plan for and control the use of staff development funds.

The Center, which served Southeast Alternatives staff and community in 1973-74, has expanded to become the Minneapolis Public Schools/University of Minnesota Teacher Center (MPS/UM TC), thus insuring its life and service beyond that of the SEA funding.

The University of Minnesota contributed $121,500 in program funds and services and the Minneapolis Public Schools added $58,000 to the Teacher Center operation through a new contract between the Minneapolis Board of Education and the University Board of Regents. That money supplements $195,134 in federal funds available to SEA for 1973-74.

Teachers in Minneapolis and those involved in the educational research at the University are able to request funds through the MPS/UM Teacher Center Board which manages the MPS/UM funds. The eight person Teacher Center Board has representatives from Minneapolis Public Schools, University of Minnesota, SEA teachers, and community member representatives.

The SEA portion of the Teacher Center funds are allocated through the SEA Inservice Committee which is composed of instructional staff elected from each of the SEA schools, three parents, an administrator and two University of Minnesota faculty members. The Inservice Committee receives and acts on proposals from individual SEA

teachers, parents and staff, and from SEA schools requesting workshops, time to travel to conferences, speakers and various kinds of inservice assistance.

Totally, the Teacher Center now serves as a renewal and training center for those who work in the SEA schools: teachers, aides, teacher interns, students, administrators as well as for the parents and community volunteers who assist with the school programs. Programs for pre-service training for undergraduates and graduates preparing to be teachers are developing.

The Center also functions as a place through which research is conducted and ideas and information on alternative schools are disseminated. Through the Teacher Center auspices, curriculum specialists, community education and deliberate psychological education programs can also be accessed.

As a service to teachers, it stresses a K-12 organization, trains across schools as well as offering individual and groups programs and opportunities, provides a link with organizations outside SEA, and provides access for community people, including parents and students, to training programs which they may initiate as well as participate in.

The Teacher Center is continuing to evolve and to set priorities which will more clearly define the expanding role it will play in the future as it seeks to serve as a model for Southeast Alternatives, the University of Minnesota and Minneapolis Public Schools in the areas of training and research.

Located in Peik Hall on the University of Minnesota Campus, additional information on the Center can be obtained by writing the MPS/UM Teacher Center, 155 Peik Hall, University of Minnesota, Minneapolis, Minnesota, 55455, telephone — 376-4580.

EVALUATION

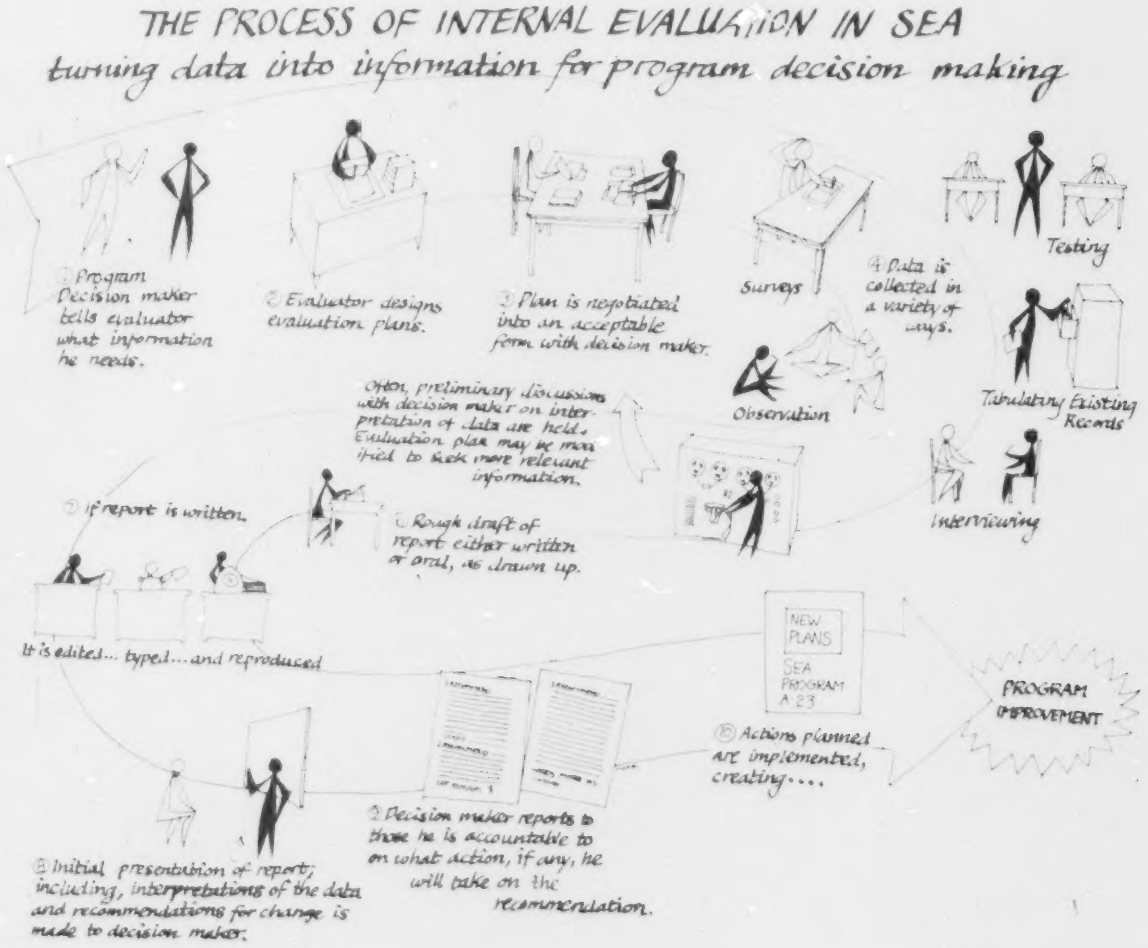
Evaluation is important in Southeast Alternatives. Evaluative information from projects like SEA is being sought by both educators and laymen nation wide to aid them in making new educational decisions.

The Experimental Schools Programs (ESP) evaluation model has provided two levels of evaluation activity. Level I evaluates the project internally by providing information which helps local decision-makers develop recommendations for improvement within the SEA program. The SEA Internal Evaluation Team members (Level I) are hired by the Minneapolis School Board and report directly to the SEA staff and community.

Level II evaluation is external to the control of the local SEA project and the Minneapolis Public Schools. A sub-group of the Aries Corporation known as the Minneapolis Evaluation Team is independently contracted by the National Institute of Education's ESP office in Washington, D.C., to report directly to that office on the evolution of Southeast Alternatives and how the project has effected comprehensive change in the educational system. Level II is conducting a five year summative evaluation study.

The SEA Internal (Level I) Evaluation Team is trying to carry out the original intention of the Experimental Schools program of "bridging the gap" between theory and practice. While existing primarily to provide a service to the schools of SEA, the team also considers itself an experimental component trying to operationalize evaluation theory, particularly "formative evaluation" in the public school setting. The team gathers data through a variety of formal and informal procedures and turns it into useful information for students, teachers, parents and administrators. The team does not attempt to make judgments about which of SEA's alternative schools are better, but rather to provide recommendations to make each school as effective as possible for the students who choose to attend. Thus, the team's goal is "not to prove, but to improve."

The Internal Evaluation Team has built into its mode of operation another idea from the theorists, that of "responsive" evaluation. Thus, except for statements of broad evaluation priorities, no overall plan exists prescribing which evaluation activities will take place over the five years of the SEA project. Rather, the team offers itself as a service flexible enough to meet the year-to-year, if not daily evaluation needs of people in SEA. This does not mean that certain activities are not planned in advance. Projects such as studying the effects of offering alternatives and surveying the opinions of SEA parents (see box) are carried out on a yearly basis. But at the beginning of every school year, each SEA component can meet with the evaluation team to determine what kinds of evaluation activities would be most helpful. Each member of the Internal Team also keeps a certain amount of unscheduled time so that requests for evaluation service which come up during the school year can be honored.



EXAMPLES OF EVALUATION INFORMATION

While a majority of the activities of the Internal Evaluation Team are specifically related to individual programs within SEA, a few selected evaluation efforts have been carried out on a project-wide basis. Examples of these follow:

Studying the Effects of Offering Alternatives

One aspect of this ongoing area of evaluation is to determine how many SEA students are taking advantage of their opportunity to make an option choice (that is, choose to attend a school other than the one in their neighborhood) and what kinds of students are making what kinds of choices. A study of 1971-72 elementary student mobility found that over one-quarter (28%) of the elementary students residing in SEA school attendance areas made option choices. A more expanded follow-up study (in preparation as of the publication of this brochure) shows that on the first day of the 1972-73 school year, about 36% of the elementary students residing in SEA school attendance areas were making option choices. This newer study, to be updated annually, will also analyze characteristics — including parent occupation, attendance rates, and age — common to students who made certain types of option choices.

Measuring Parent Opinion

The third survey of parent opinion in SEA was administered in the spring of 1973 and received a mail-in return of over 50% of the SEA parents. Sixty percent of the parents felt the quality of education in SEA schools was high (24% were neutral), and 80% agreed that spending federal funds in SEA schools was a worthwhile use of tax dollars (13% were neutral).

EXAMPLES OF INTERNAL EVALUATION TEAM DOCUMENTS

The information and recommendations from the wide scope of internal evaluation projects are communicated to some audiences through written reports. They might concern a single procedure (Placement of Five-Year Olds at Marcy Open School, 1972-73) or individual programs (Pratt/Motley Continuous Progress Reading Program Evaluation, 1972-73) within a school. Some report affective measurement (Marshall-University High School Student Opinion Questionaire Findings, 1972-73). On a broader scale, reports represent evaluation of K-12 services (Evaluation of SEA Social Work Services, 1971-72 and 1972-73) and evaluation on a project wide basis (Elementary Student Mobility Study, 1971-72; SEA Parent Opinion Surveys, 1971-72 and 1972-73). Community involvement is documented (Community Input to SEA Planning Evaluation Report, 1972-73). Some reports summarize evaluation activity over an entire year (Southeast Free School First Year Evaluation, 1971-72; What Evaluators Do — A Documentation of 1972-73 Internal Evaluation Activities).

For a complete list of internal evaluation documents available for general distribution, write to the Internal Evaluation Team at the SEA office, Tuttle School, 1042 18th Avenue S.E., Minneapolis, Minnesota, 55414).

CHARACTERISTICS OF EDUCATIONAL ALTERNATIVES

An excerpt from a League of Women Voters thought paper published March 1974. The characteristics are **not** necessarily representative of SEA schools but SEA provided a basis for their observations.

TYPE OF PROGRAM FORMAT

CHARACTERISTICS	CONTEMPORARY	CONTINUOUS PROGRESS	OPEN	FREE
GOAL OF BASIC SKILLS MASTERY				
PHYSICAL LEARNING ENVIRONMENT				
Structured Classroom				
Among Classrooms				
Multiple Resource Centers				
CURRICULUM INITIATIVE				
Teacher — Resource Person				
Parents				
Students				
CURRICULUM STRUCTURE				
By Grade Level: Set Sequence				
Ungraded: Set Sequence				
Ungraded: Flexible Sequence				
STUDENT GROUPINGS				
By Age Level				
By Skill Level				
By Interest Level				
Multi-Age Groupings				
TEACHER GROUPINGS				
Individual Teacher				
Team Teaching				
GOVERNANCE				
Principal and Administration				
Faculty				
Parents				
Students				
STUDENT CHOICE IN LEARNING ACTIVITIES				
Narrow Range of Choice				
Choice for Part of Day				
Full Day Choice Within Guidelines				

NOTE: This chart should not be taken as a rigid or inclusive definition of any alternative. Spaces were filled in to indicate the major emphasis of each program. Therefore, an empty space does not mean the absence of that item — just its lack of emphasis. The educational programs in SEA provided the primary base of this chart.

SEA STUDENT-STAFF DATA

	Free	Marcy	Tuttle	Pratt/Motley	Marshall-University
Students[1]	160	320	237	464	946
% Student Racial Sight Count October 16, 1973	25.60%	14.01%	15.33%	25.51%	20.26%
% Students from AFDC Families		19%	15%	28%	15%
1974-75 Full-Time Locally Funded Teacher Positions[2]	7.5	11.0	8.0	16.5	49.8
Approximate Number of Student Teachers & Interns Per Quarter	3-5	5-10	2-5	5-10	20-30

1. September, 1974, estimates.
2. Minneapolis local personnel allotments for special education students, community education, janitorial and secretarial staff are from separate accounts. Federally funded SEA positions are also separate.

The schools all have the assistance of parents and community volunteers, aides, students teaching students and outside resource people who make possible a wider range of activities for children. The numbers vary greatly from school and from occasion to occasion making actual number estimates difficult.

PUBLIC INFORMATION

Providing information for parents as they seek to make choices of educational options is the most important function of Public Information.

A newspaper is published every other month that chronicles not only the happenings within the project, but also the views of the community, the parents, the students and those involved in the faculties, administration, and evaluation of the project. The newspaper is distributed to about 3,000 families and interested citizens in Southeast and around the nation.

A slide tape show has been developed that tells the story of Southeast Alternatives in a colorful, concise way. This presentation is given to groups who visit SEA and is also shown at a variety of community meetings.

While visitors are welcome, there is great concern that the visitations do not interrupt the educational process. School visitations are on Wednesdays only and by appointment through the SEA office. Anyone who wishes to visit the SEA project should call or write the SEA Public Information Office, c/o Tuttle School, 1042 18th Avenue S.E., Minneapolis, Minnesota, 55414, phone 612-331-6252.

BUDGET

An important feature of Southeast Alternatives is decentralization of budgetary decision making and program control. Operating programs are proposed at the building level. Supporting budgets are generated integrally with their programs. Staff development and financial consultation is provided to train managers in modern techniques of business management, program planning and budgeting and in program control and accountability.

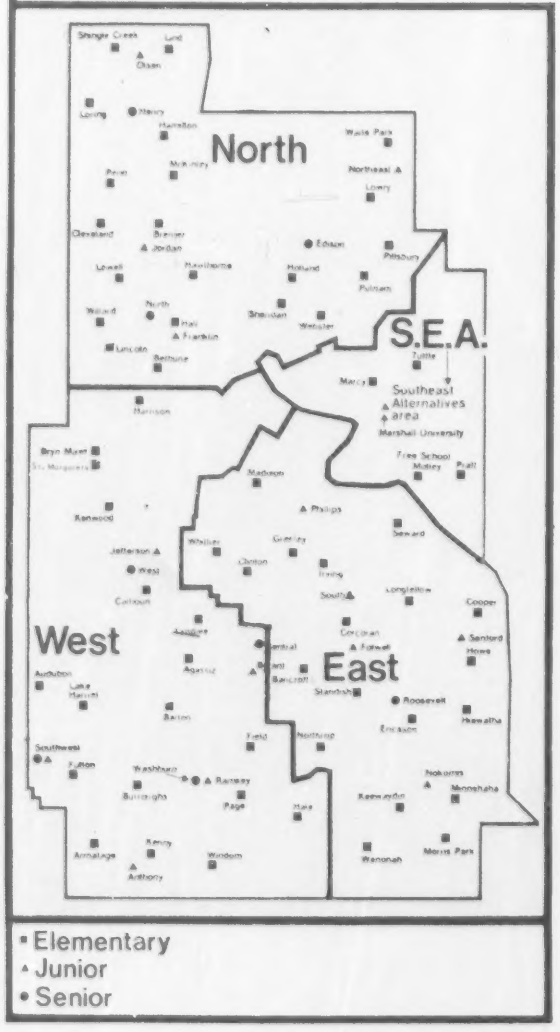
In addition the University of Minnesota supports a number of teacher education, curriculum and staff development activities through the Teacher Center. The schools receive the same budget allocations as do all other Minneapolis Public Schools.

The federal grant for the first two years was 3.6 million dollars and the federal contract for the final three years is 3.0 million dollars making the total federal resources 6.6 million for 5 years.

The intent of federal resources is to phase the project into the local district program budget over the five year period.

Details of the federal, University, and local budgets are available by contacting the business advisor's office at 331-6252.

Minneapolis K-12 School Districts



Minneapolis and the Individual

Among the many disagreements over what education should be and can do, there is one agreement—and that is learning is a highly personal individual activity. Learning styles differ greatly. In recognition of this fact, the Minneapolis Public School system is committed to providing for and encouraging the development of the individual differences that are found in the many communities in Minneapolis among students and teachers.

Responding to the interest of citizens in Minneapolis and to the initial success of SEA, the School Board unanimously voted in the spring of 1973 that alternatives at the elementary level be extended city-wide by 1976. A Task Force on Alternatives was appointed to advise the Superintendent and presents progress reports every six months to the School Board. In November, 1973, a request was made to the Board to consider extending alternatives K-12 by 1976. Receiving a favorable response from the Board, the proposal is now being considered.

The West Area began open classrooms at Lake Harriet, September, 1973, and will begin a new Open School in September, 1974. The East Area expanded community schools are planning to offer alternative programs in the new complex. Clustering of elementary schools to offer alternatives in the three areas of Minneapolis is underway in the West, North and East Areas. Bryn Mawr school in the East Area becomes an Open School September, 1974, and Holland school in the North Area will offer a "school within a school" full day alternative September, 1974 for their cluster of schools.

Petitions circulated in the City by Minneapolis Alternatives and other groups, all tesitfy to the increasing interest in alternatives within the public schools. Through the Teacher Center, staff from other Minneapolis schools are able to intern in the SEA schools to learn first hand ways in which alternatives operate. The visitor program accommodates over a thousand visitors each year, many of whom are parents, teachers and administrators from the Minneapolis schools.

At the secondary level some ten small alternative schools now exist and the school district has established cooperative relationships with several schools in the private sector. Thus the impact of the comprehensive change in Southeast on the local school system is evident.

It is important also to define what is meant by "Alternative School". The shape of the alternative system has a three-fold dimension. One, the students and their parents, the consuming public, are the decision-makers as to which school the student will attend, not the administrators or staffs. second, the alternative, whatever the philosophy, is a comprehensive full-day educational program which stresses cognitive and affective skills. Third, the school community, made up of parents, students, faculty and administrators is substantively involved in the planning, implementation, operation and evaluation of the school.

The increasing demand for accountability in schools across the nation is in part met as parents, teachers and students become involved in determining the shape of the educational systems that serves them.

Thought is action! Man makes his own future as he imagines it. The world in which we now live results from the fears, dreams, beliefs, and actions of our parents and ancestors. The world in which we shall live in the future depends on our present action: these in turn are determined by what we believe, want, and need.

Robert Theobald

We must educate people in what nobody knew yesterday, and prepare people . . . for what no one knows yet, but which some people must know tomorrow.

Margaret Mead

I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.

Thomas Jefferson

March, 1974

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